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# Module Three Thematic



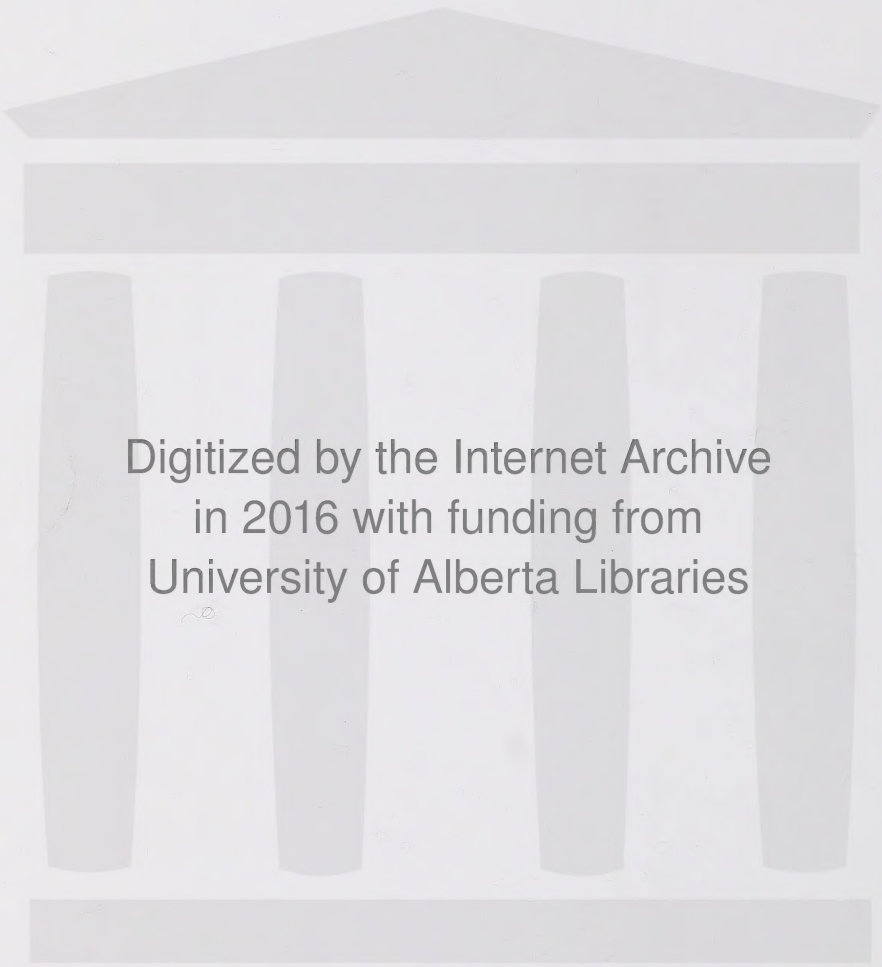
Module 2A:

I Can Make a Difference



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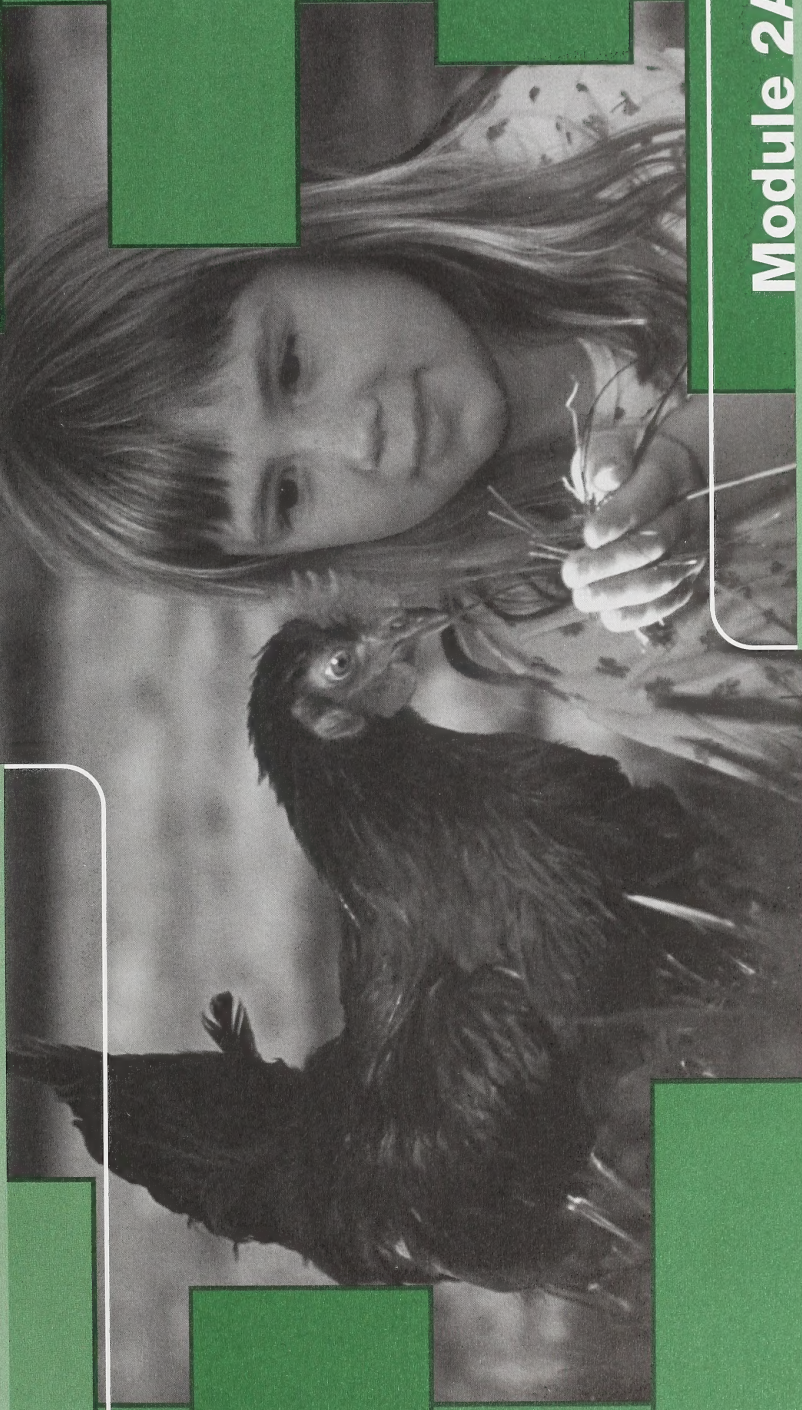
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# Grade Three **Thematic**



## **Module 2A:**

**I Can Make a Difference**

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Grade Three Thematic  
Module 2A: I Can Make a Difference  
Student Module Booklet  
Learning Technologies Branch  
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**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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# Welcome!

## Grade Three Thematic Module 2A

There are nine modules in this course. You should work through the modules in order because the things you learn in one module will be used later in other modules.



Module 1A contains general information about the course components, additional resources, icons, assessment, and strategies for completing your work. If you do not have access to Module 1A, contact your teacher to obtain this important information.

Welcome!

# Things to Remember

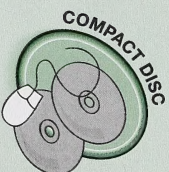
Each of these small pictures is called an icon. Every time you see an icon, you will stop and follow some directions.

Look at each icon. Read to find out what each icon tells you to do.

When you begin each day, look at the icons in the day's lessons. They will help you get ready for your work.



Go to your Assignment Booklet.



Go to your audio or multimedia CD.



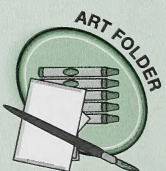
Take something out of your Course Container.



Go to the Phonics book.



Use technology to help do a task.



Put your work in the Art Folder.



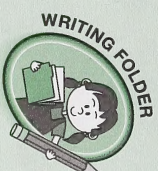
Take out your Collections book.



Go to Grade Three Mathematics.



Do a physical activity.

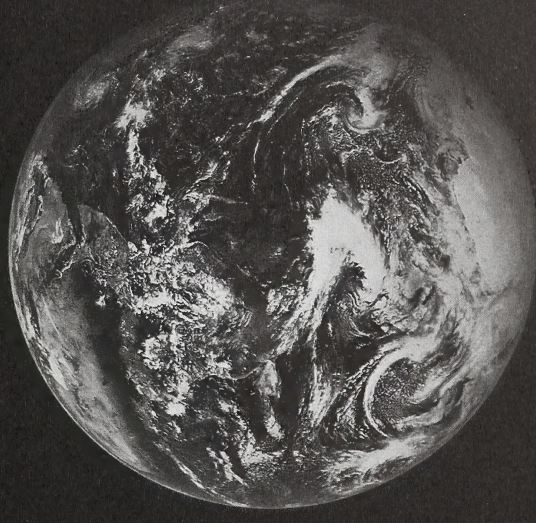


Put your work in the Writing Folder.

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## Module Overview

Have you ever watched birds eat ice-covered berries in a snowy forest or watched a hungry dragonfly chasing a mosquito? Have you ever built a tree house or a snow fort? What do you like to do outdoors?

In this part of the module you will read stories about nature.

You will meet some children who help preserve natural areas. You will also think about some ways you can make a difference in your community!

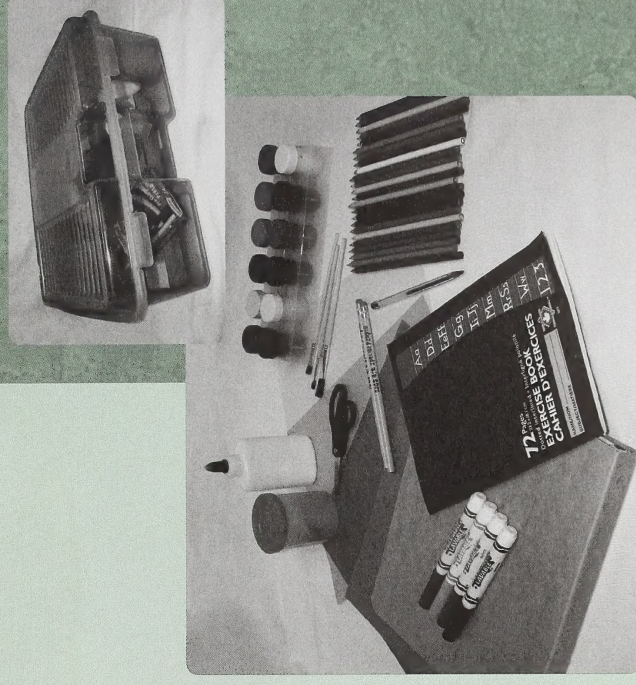


## What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below and keep them in your work area. For Module 2A, you will need

- Module 2A Student Module Booklet
- Module 2A Assignment Booklet
- Writing Folder
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas
- *Collections: Spreading My Wings*
- Art Folder
- interlined notebook or paper for handwriting
- two shoe boxes
- watercolour paint and brushes
- *Grade Three Thematic Multimedia CD*
- research materials about snowy owls and burrowing owls

See the Home Instructor's Guide for further information.



## Day 1

### “Billy’s World”

Today you will learn about a boy named Billy. Many people made a difference in Billy’s life.

In the next few days you will explore Billy’s world of ravens, wolves, wise owls, and wise people. You will go for walks and discover that the natural world is a wonderful teacher.



Do you know what this person is doing?

## Getting Started

Look at the picture of Abigail. Imagine her neighbourhood. What do you think she sees outside? Tell your home instructor.

Today you will learn more about nature.

Look out your window. Think about what you see. Which season is it? Is it blowing and icy cold? Is it warm and sunny? Which people or animals do you notice? Have you seen them before or are they strangers?

Now close your eyes and tell your home instructor what you remember. Your home instructor will write down everything you remember.



Give the student enough time to observe the outdoors carefully.

The student will close his or her eyes and tell you what he or she remembers. Write this information under the heading "My World" on the chart that you have prepared. Refer to the Home Instructor's Guide for details about the chart.

Add any further information to the chart under the heading "My World."

Look at the colours outside your home. Is your outside world filled with sunlight and warm, bright colours, like yellow, orange, and pink? Is your outside world filled with cool and dark colours, like green, purple, and blue? Talk about the colours outside your home.

1. Draw a picture of your outdoor world to fill the entire space. Keep the shapes simple.



If necessary, remind the student that warm colours include reds, yellows, and oranges. Cool colours include blues, greens, and purples.

## “Billy’s World”



Take out *Spreading My Wings*.

Turn to the Contents page. Find “Billy’s World.”

Study the picture on the first page of the story. Think about the colours. Think about the season. What colours does the illustrator use? What season do you think it is? Tell your home instructor what you see. Your home instructor will write about Billy’s world on the chart.

3. Are the colours the same as or different from the picture you drew and coloured?



Look at the other pictures in the story too.  
Tell your home instructor as much as you can about Billy’s world.

As the student looks at the picture and tells about the season and colours, add the information to the chart under the heading “Billy’s World.”

Add any other comments that the student has to the chart.

Encourage the student to make a prediction about what the story will be about, based on the title and illustrations.

Read the information about Cora Weber-Pillwax aloud. You may want to find Calling Lake on a map of Alberta and compare it to where the student lives in the province.

Can the student see ravens (page 41), a wolf (page 43), a snowy owl (page 44), and a polar bear (page 45)?

You know that a title is the name of a story. The title tells you something about the story.

4. The title of the story on page 41 is \_\_\_\_\_.

What might the story be about? Tell your home instructor.

5. The author of "Billy's World" is \_\_\_\_\_.

You can learn more about the author on page 45.

6. Where was Cora raised? \_\_\_\_\_

7. Why can she live anywhere? \_\_\_\_\_

You know that people who draw, paint, or take photographs for a story or poem are called illustrators.

8. The name of the illustrator of "Billy's World" is \_\_\_\_\_.

Look at the pictures in the story again. What animals and birds do you see? Tell your home instructor.

9. The polar bear and snowy owl are \_\_\_\_\_ in colour.

10. The wolf and ravens are \_\_\_\_\_ in colour.

Find out more about Billy. Read the story.

Do the questions that follow. Look back to page 41 for the answers and correct spelling.

11. Billy is standing on a \_\_\_\_\_ overlooking a lake.

12. Billy sees snowflakes, \_\_\_\_\_, snowmobiles, and Uncle James and two friends ice-fishing.



13. Sometimes Billy feels \_\_\_\_\_ in winter.

Choose a way to read the story that is appropriate to your student's reading skills. The story may be read silently or orally by the student, you may take turns reading paragraphs or pages, you and the student may read simultaneously, or you may read the story to the student.

**pronounce:** make the sound of; say

If necessary, review alphabetical order and the use of guide words.

Your student will try to define *axe* for you.

You may need to guide your student through these steps.

**Note:** In some dictionaries, *axe* is spelled *ax*.

Your student will read aloud the meaning of *axe*.

## Dictionary Work

A dictionary helps you spell and understand meanings of words. It can also help you say (**pronounce**) words.

You already know that a dictionary is organized in alphabetical order. You also know that there are guide words at the top of the pages to help you find the right page.

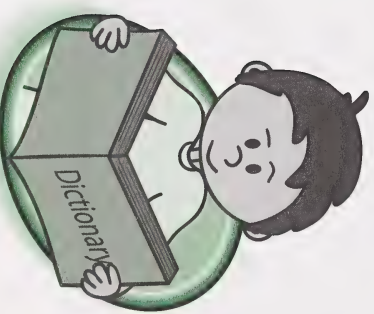
You are going to find some words from today's story in your dictionary.

Take out your dictionary. The first word you will look for is *axe*.

What do you think the word *axe* means? Tell your home instructor.

Follow the steps to find *axe* in the dictionary:

- Look at the first letter of *axe*. It starts with an *a*. Turn to the *a* section in your dictionary. Words starting with the letter *a* are near the beginning of the dictionary.
- The second letter of *axe* is the letter *x*. Find the guide words at the top of the page that *axe* would fall between.
- Continue to look until you find *axe*. Read the meaning to your home instructor.



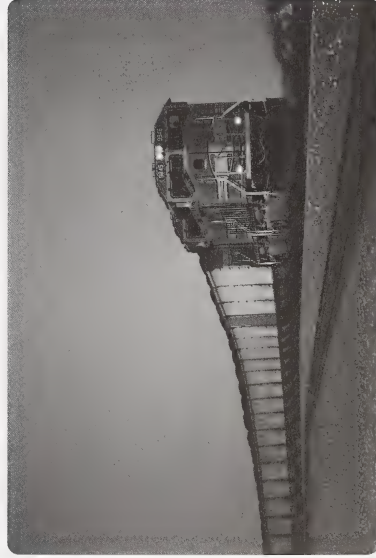
14. Write the word *axe* in a sentence.

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The second word you will find in your dictionary is haul.

- Turn to the *h* section of your dictionary.
- Did you notice *h* words are near the middle of the dictionary?
- Search until you find the guide words at the top of the page that haul would come between.
- Read the meaning to your home instructor.



Some trains haul goods.

Your student will read the meaning of *haul* aloud.

15. Write the dictionary meaning.

Haul means \_\_\_\_\_.

16. Write the word haul in a sentence.

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Find world in your dictionary. If you can, do this without any help.

Did you notice world is in the last section of the dictionary?

World may have many meanings in your dictionary. Your home instructor will help you choose a meaning that fits the story "Billy's World."

17. Write a meaning of world that fits the story.

world: \_\_\_\_\_

18. Write the word world in a sentence.

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19. Do you feel more confident using a dictionary? Circle your answer.

I'm doing great!      I'm not really sure!

Encourage the student to try to find this word independently.

Help the student choose the most suitable definition.

## Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

- Listen to the sounds of each word as your home instructor says them. Think about what letters make the sounds.
- Write each word carefully.



Go to Assignment Booklet 2A. Do Assignment 1: Spelling Pre-test.



## Handwriting

Are you ready to try something different? Today you'll make some "letter trains."

To get warmed up, practise making right ovals on the chalkboard.



Demonstrate how to join the a's  
and o's correctly.

You have probably noticed that when someone does cursive writing, all the letters are joined together. Look at the a's below.

To make an a, I go over,  
around, and up,  
downstroke, and swing.



Try making a "letter train" of a's on the chalkboard.  
Join the letters carefully. The letter a's are joined at  
the bottom.

Look at the o letter train. The letter o’s are joined at the top.



Keep practising until you can join the letters neatly.



Take out your interlined notebook or interlined paper.

Get ready to try some letter trains on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Practise at least two rows of joined a’s on your paper or in your notebook. Then practise two rows of joined o’s. Try chanting the strokes as you write.



Go to Grade Three Mathematics.

To make an o, I go over, around, and up, and swing.



Check the student’s posture, paper position, and pencil grip.

## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



## Thinking About Habitats

**habitat:** the place where an animal or plant naturally lives or grows

You learned about the **habitats** of some animals in Module 1. Today, with your home instructor, you will go for a nature walk near your home. You will look at nearby habitats.

You will learn more about habitats in your community over the next few days.

- You will choose a nearby natural area (habitat) to visit.
- You will find information about some animals and plants.
- You will use the information in charts, webs, and writing activities.

What does the word habitat mean?

Take out your dictionary. Find the word habitat.

20. Write the dictionary meaning for habitat.

---



For today’s physical activity, you will go on a nature walk with your home instructor.

As you walk, look for animals and plants. Notice the type of habitats they are found in. **Gather five leaves of different shapes and sizes.** Observe carefully as you walk and remember all the plants and animals you see. You might find it helpful to take a notepad and pencil with you to write some notes about your observations.

## What I Saw

What are the habitats near your home like? Did you see any ponds or sloughs? Was there grassland or forest? Talk with your home instructor about these questions.



Try to plan a route that is about 1 km long and that will give you an opportunity to view different trees, plants, and animals.

Did you see any animals on your walk? Were they mammals, birds, amphibians, reptiles, or insects?

21. Write the names of the animals you saw. Write the animal group that each animal belongs to beside the name of the animal.

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22. What kinds of plants did you see? Circle those you saw.

trees      bushes      grasses

flowers      broad-leaved plants



Take out two blank sheets of paper.

## Touch, Trace, and Draw

Look at the leaves you gathered on your walk. Trace the shape of each leaf with your finger.

Touch the lines in the middle of each leaf. The lines are called **veins**. Trace them with your fingers and notice how they move out from the central vein.

Arrange your leaves on a sheet of paper. Try to use most of the space on the page.

Look carefully at your arrangement and draw the leaf shapes on another sheet of paper. Make the shapes large enough to fill most of the page. Draw the veins inside the leaf shapes.

How are your leaf shapes the same as the actual leaves? How are they different? Tell your home instructor.

When you are satisfied with your drawing, write the date at the bottom of the page.



**veins:** the bundles of tubes and fibres that carry food and water through a leaf and that form its main framework



Put your leaf drawing into your Art Folder.

Put your leaves between two sheets of paper. Put two or three heavy books on top of the leaves. This will stop the leaves from curling out of shape.

You will need the leaves for tomorrow.



## Story Time

Enjoy a story with your home instructor.

## Looking Back

Today you looked carefully at animals and plants near your home. You also learned more about using a dictionary.

Which part of the day did you like the best?  
What was the hardest activity? Why?



## Journal Entry

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The student may respond to the questions or write about any topic that relates to the day’s lessons.

## Glossary

**habitat:** the place where an animal or plant naturally lives or grows

**pronounce:** make the sound of; say

**veins:** the bundles of tubes and fibres that carry food and water through a leaf and that form its main framework

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## Day 2

# Burrowing Owls and Snowy Owls

Did you see any owls on your nature walk? Today you'll talk more about the animals and habitats you saw on Day 1.

Get ready to learn more about Billy's world and owls in today's activities. You'll research snowy owls and burrowing owls to find out about their habitats.



**lemming:** a small animal with greyish or brownish fur and furry feet  
Lemmings are related to mice and live in the Arctic.

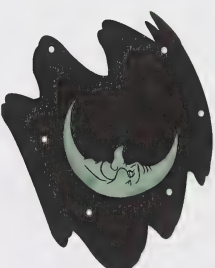
Explain the characteristics of haiku poetry. See the Home Instructor's Guide for more information.

Read the poem aloud to the student. Discuss the visual images that the student imagines.

## Getting Started

Read the haiku poem.

Sleepy-eyed owl  
Dreaming of tasty lemmings  
Winking at old moon.



Your home instructor will tell you about haiku poetry. This haiku poem talks about two animals.

1. Which one is dreaming about food? \_\_\_\_\_
2. Which one might be a tasty meal? \_\_\_\_\_



Close your eyes. Your home instructor will read the poem aloud to you. What pictures do you see in your mind as your home instructor reads?

# “Billy’s World”

Yesterday you saw illustrations of some animals that live near Billy’s home. When you reread the story today, you will meet more animals from Billy’s world.

Can you read the animal words below? Read them aloud to your home instructor if you can.

- |        |        |       |          |
|--------|--------|-------|----------|
| weasel | deer   | moose | squirrel |
| wolf   | coyote | owl   |          |



Take out *Spreading My Wings*.



If your student has difficulty with the words, help the student choose an appropriate reading strategy to decode them.

Turn to the Contents page. Find “Billy’s World.” Reread the story.

Remind the student to add the animals from the illustrations too.

3. As you read, make a list of the animals that Billy discovers. Write them in the T-chart below. Also list the animals you saw in your neighbourhood.

Animals in Billy's Neighbourhood	Animals in My Neighbourhood

If you live in an urban area, your student may notice that none of the animals are the same.

- 4. Which animals in Billy's neighbourhood are the same as the ones you saw?
- 5. Which animal helped Billy discover why he was lonely in town?

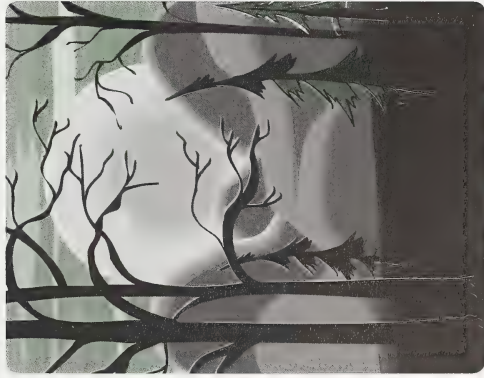
You learned about habitats in Module 1.

6. Circle the habitat that best describes Billy's area.

**desert**   **forest**   **jungle**   **grassland**   **wetland**   **urban**

7. Circle the habitat that best describes your area.

**desert**   **forest**   **jungle**   **grassland**   **wetland**   **urban**



forest



urban

Show the student which words were spelled incorrectly and help him or her spell them correctly.

Help your student choose three challenge words to practise. Challenge words may be theme words, words that the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor's Guide for suggested thematic words.

# Spelling

Find your Spelling Pre-test from Day 1, Assignment 1. On the lines below, write any words that you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose three challenge words. Write them too.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



You know that some of the letters of the alphabet are called vowels and some are called consonants. You probably remember that vowels have more than one sound.



Take out your felt markers or pencil crayons.

8. Use red crayon or marker to circle all the vowels.

a b c d e f g  
h i j k l m n  
o p q r s t u  
v w x y z

Now look back to the spelling words and challenge words you just wrote.

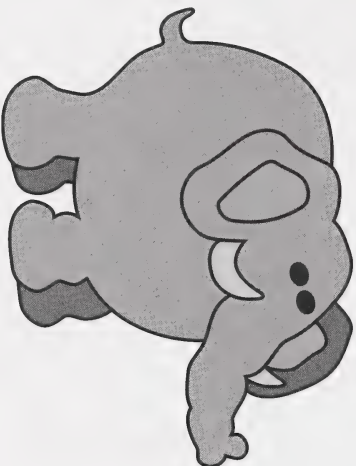
9. Circle all the vowels in the spelling words and challenge words.

Remind the student that y can be a vowel or a consonant. It should be circled if it is used as a vowel in any of the challenge words.

Sometimes vowels say their own name, like e in sheep.  
When a vowel says its own name, it's called a long sound.



Vowels also have a short sound. The e's in  
elephant make a short e sound.



Tell your home instructor the short sounds of a, e, i, o, and u.

The vowels in your assigned spelling words all have short vowel sounds. Tell your home instructor if the vowels in your challenge words have a long vowel sound or a short vowel sound.

Vowels can also be silent. That means that they don't make any sound at all. Do your challenge words have any silent vowels? Tell your home instructor.

The student will tell you the short sounds of the vowels (a as in *apple*, e as in *elephant*, i as in *igloo*, o as in *ostrich*, u as in *uncle*.)

Your student will tell you if the challenge words have long vowels or short vowels.

Your student will tell you if there are any silent vowels in the challenge words.



Take out your Writing Dictionary.

Write all the spelling words from the Day 1 spelling pre-test in your Writing Dictionary. Put each word on the page with its beginning letter. The words are

**that   think   end   cabin   tracks   fish**

C c
community
cabin

F f
fish

Add your challenge words to your Writing Dictionary too.

Be sure the student spells each word correctly.

## Phonics

How do you know if a vowel is making the long sound or the short sound in a word? If you remember, tell your home instructor.

10. Look at the words below. Will the a make the long sound or the short sound? Write **L** beside the word if you think the a will make the long sound. Write **S** if you think the a will make the short sound.

cake \_\_\_\_\_

tam \_\_\_\_\_

rat \_\_\_\_\_

tag \_\_\_\_\_

tape \_\_\_\_\_

plate \_\_\_\_\_

maps \_\_\_\_\_

paste \_\_\_\_\_

flag \_\_\_\_\_

Did you remember that if a word or syllable has only one vowel and it comes between two consonants, it is usually a short vowel? If a syllable or word begins with a vowel, it often has the short sound too.

You learned the short a sound in grade one and grade two. The short a sound is heard in words like man, apple, and ham.

11. Write three spelling list words with the short a sound.

\_\_\_\_\_

Your student may remember learning this in grade two.

Play a rhyming game with some short a words. Pick a word from the container and think of as many rhyming words as you can.



Go to your Phonics book to practise the short a sound. Read the poem about friends on page 23. Read the instructions and do pages 25 and 26.

## Handwriting

You'll learn how to write c today.

Practise making right oval happy faces on the chalkboard. You will use this stroke to write the letter c.



- You start with the same overstroke as in a, o, d, g, and q and make a small hook at the top.



- The around part is flattened a little to match the downstroke slant of the other letters.



- The tail swings to the correct height, about halfway to the dotted interline.



Write the following words on slips of paper: *track, man, cat, tap, ham, glass, hand, had*. Put them in a small container. Let the student draw out a slip of paper, read the word, and think of rhyming words.

Demonstrate how to form the letter *c* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic.

Monitor your student for correct formation of the letter.

Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



over, hook,  
around, and  
swing

Keep practising until you can make a very good *c* in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some c's on your paper or in your notebook. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter c sits on the lines. The tail reaches about halfway to the interline.



Practise at least two rows of c's on your paper or in your notebook. Try chanting the strokes as you write.



Go to Assignment Booklet 2A.  
Do Assignment 2: Handwriting.

Over, hook, around,  
and swing. The letter  
c is quite easy.



Check the student's posture, paper position, and pencil grip.

Explain what you have planned for today's physical activity.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

## Animal Habitats

On your walk, you probably saw some plants and animals. Some plants and animals share habitats and communities with people.

Some of the animals you saw were probably pets. Think of all the pets you saw.

12. One pet I saw on my walk was a \_\_\_\_\_.



You probably saw birds and insects on your walk. You may have even seen wild animals.

Many animals do not like to share a habitat with humans.

Think about a nearby natural habitat where wild animals and birds live. A natural habitat does not have houses, sidewalks, or community centres.



Look at the picture below. You can see one type of habitat.



13. It is a \_\_\_\_\_.

Is there a park, ravine, pond, muskeg, forest, grassland, or any other natural area near your community? With the help of your home instructor, choose a natural place near your home to visit. It should be a safe place for walking, observing, and gathering.

14. I will visit \_\_\_\_\_ on Day 6.

Discuss local natural areas and help the student choose a suitable habitat to visit. You will visit this location on Day 6.

## Snowy Owls and Burrowing Owls

In "Billy's World," the owl helped Billy understand that he missed the peace of the forest when he was in town.

What do you know about owls? Tell your home instructor some things you know about owls.

The student will tell you facts that he or she knows about owls.



screech owl

Did you know that not all owls are the same?

Module 2A: I Can Make A Difference

Today you will look for information about two different owls: a snowy owl and a burrowing owl. You will discover some things that are the same about the owls and some things that are different.



snowy owl



burrowing owl

All animals have basic needs.

15. What do all animals need?

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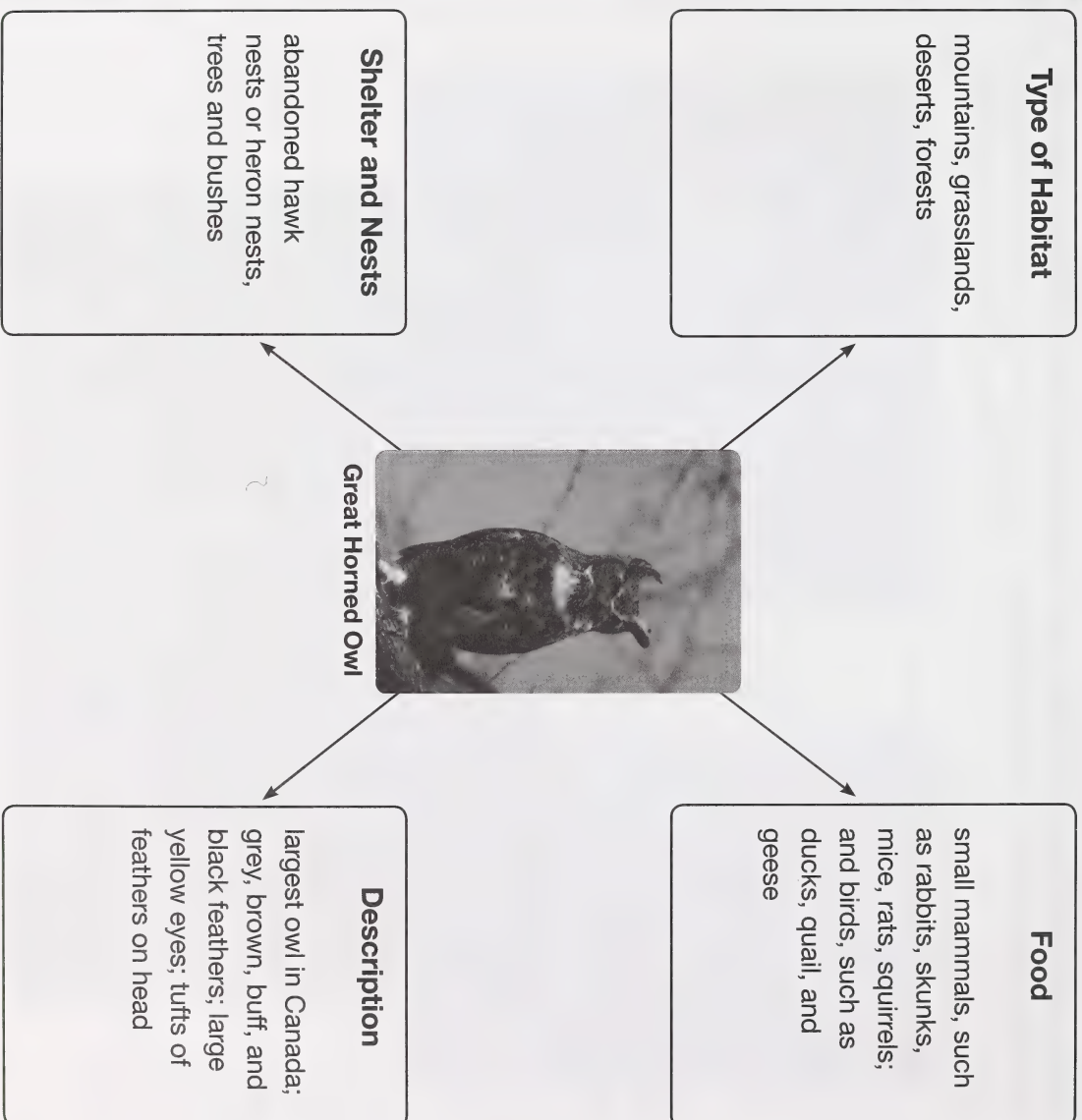
You have learned that animals are adapted to a certain type of habitat. They need a habitat that provides the following things:

- the food that they eat
- shelter and a place to raise their young
- a source of water

You know that when you do research, you need to record the information in some way. Today you will use a web to record the information you find.

The owl that Billy saw may have been a great horned owl. In 1977 the children of Alberta selected the great horned owl as Alberta's provincial bird. Read the facts about it on the next page.







Use the Internet to find out more about the needs of the snowy owl and the burrowing owl.

Your home instructor will have some Internet addresses or keywords you might use. Follow the four steps below as you use the computer.

- Log on: Log on to the Internet by clicking on the browser icon.
- Key in: Key in the Internet address or the keywords if you are doing a search.
- Read: Read the information or ask your home instructor to read it to you.
- Print: If the information is what you are looking for, print it or make notes.



In the Assignment Booklet you will find more webs like the great horned owl web.



Go to Assignment Booklet 2A. Complete Assignment 3: Owl Webs.

See the Home Instructor's Guide for a list of websites that may be available or use the keywords *snowy owl* and *burrowing owl*.

If it is not possible for the student to use the Internet at home, arrange a visit to a school or local library with access to the Internet.

## Leaf Rubbings

You've worked hard and used your mind a lot today. Now it's time to use your sense of touch.



Take out crayons and two sheets of paper.



Take out the leaves you gathered and pressed yesterday. Arrange them in an interesting pattern on a sheet of paper.

You will make a leaf rubbing of them this time.

Follow these steps:

- Take out another sheet of paper.
- Place the sheet of paper over the arranged leaves.
- Rub the side of a crayon over the paper until one leaf appears.
- Choose a second crayon colour and rub it over a second leaf.
- Repeat with a third, fourth, and fifth colour until all the leaf shapes appear.

As you rub, notice the veins and edges of the leaves appearing on your paper.

Be sure the student understands the steps needed to make a leaf rubbing. You may need to assist the student with holding down the leaves so they do not move as he or she does the rubbings.

The student will compare the two pieces of artwork and discuss his or her preference.

Study your leaf rubbing and compare it to the leaf drawing you made yesterday. Which one is more interesting? What do you like about each one? Tell your home instructor.

Write the date and your name at the bottom of your picture.



Put your leaf rubbing in your Art Folder. You will send it to your teacher on Day 9.

## Story Time

Find a comfortable listening spot. Listen as your home instructor reads. Let your imagination soar.



You may need to help the student read the phrase *endangered species*.

**endangered species:** an animal close to extinction  
Scientists put these animals on an endangered species list.

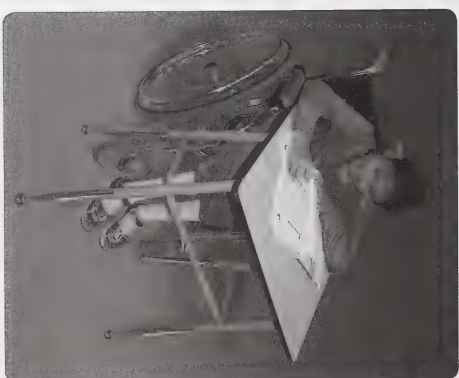
The student may respond to the questions or write about any topic that relates to the day's lessons.

## Looking Back

Today you learned more about owls and habitats. You made a leaf rubbing too.

What else did you learn? Did you know that burrowing owls are an **endangered species**? That means that there are very few of them left in the wild. Do you know any other endangered animals?

## Journal Entry



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# Glossary

**endangered species:** an animal close to extinction

Scientists put these animals on an endangered species list.

**lemming:** a small animal with greyish or brownish fur and furry feet

Lemmings are related to mice and live in the Arctic.

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Do you remember the treat that Billy's grandma cooked? It was a type of bread called fry-bread.

Today you will get a chance to make fry-bread. You'll read and follow a recipe. You'll also learn about food groups.

Would you like to take another nature walk? Get ready to look at trees and to make a tree bark rubbing.

Are you excited? It's time to get started!

## Getting Started

There are many kinds of bread. There are rye bread, raisin bread, pita bread, bannock, tortillas, and naan, just to name a few. People from different places in the world make different types of bread.

Long ago most people baked their own bread. Your great-grandma probably baked her own bread. Do you know anyone who makes bread?

What is your favourite kind of bread?

1. My favourite kind of bread is \_\_\_\_\_.



Discuss the different kinds of breads that people around the world bake. Use a globe to show the student where different types of bread come from. See the Home Instructor's Guide for further information.

## “Billy’s World”



Take out *Spreading My Wings*.

In Module 1 you learned that most authors plan a story carefully. Authors use story structure to help them plan. Stories need the following things:

- characters
- a setting
- a problem the characters must solve
- a resolution or answer to the problem

You learned that the beginning of the story tells about the setting and some characters. The middle of the story tells about the plot and the problem the main character faces. The ending of the story tells how the problem was solved.

Today you will look at the story “Billy’s World” and think about the way that Cora Weber-Pillwax planned the story. You can read the story again if you like, or you can look at it when you need to check something.



## Characters

Cora Weber-Pillwax invented several characters in the story “Billy’s World.”

2. Write the names of six people in the story.

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The **main character** is the most important person or animal in the story.

3. The main character in “Billy’s World” is \_\_\_\_\_.

## Setting

An author must also tell where and, sometimes, when a story takes place.

4. The story about Billy takes place in a community near a frozen \_\_\_\_\_ and at a \_\_\_\_\_ in the forest.



If necessary, remind the student that characters are the people in the story.

Your student will have to read very carefully. Some of the characters are mentioned only in the note that Mom left for Billy.

**main character:** the most important person, animal, or animated object in a story

## Problem

The main character in most stories must solve a problem.

Something puzzled Billy. It made him feel lonely.

5. Each time Billy saw a wild animal, he felt something was \_\_\_\_\_.

## Resolution

Read page 44 carefully and find the answer to Billy's problem.

With the help of an owl, Billy understood what he needed to feel completely happy.

6. Billy understood that what he had been missing was the

\_\_\_\_\_ and \_\_\_\_\_ of the bush.

7. He realized the loneliness of the bush was not an emptiness but a loneliness

that \_\_\_\_\_ with life.

Good work! You have learned a lot about Billy and his world.

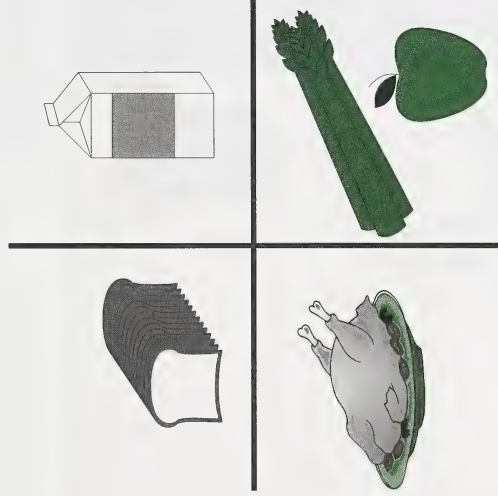
You may need to read the appropriate sentences from the story aloud to your student and ask him or her to listen for the missing words.



Go to Assignment Booklet 2A. Do Assignment 4: Story Order.

## Food Groups

In grade two you learned about the four food groups. Tell your home instructor the names of as many food groups as you can remember.



8. Three foods mentioned in the story "Billy's World" are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

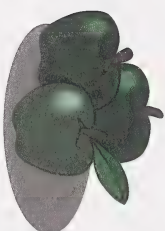
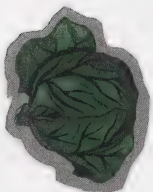
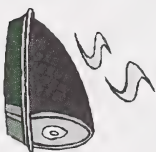
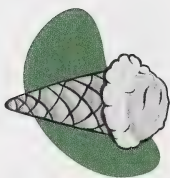
9. Uncle James might bring \_\_\_\_\_ home from his ice-fishing trip.

Show your student *Canada's Food Guide to Healthy Eating* and discuss how many servings of each food group your student should have each day. See the Home Instructor's Guide for more information.

Print the name of each food group on the diagram.

10. Billy's mom went grocery shopping. The pictures below show some of the food she bought. Write the name of the food group each food belongs to. The four food groups are

grain products  
meat and alternatives  
vegetables and fruit  
milk products



11. Granny was cooking fry-bread. Fry-bread belongs to the \_\_\_\_\_ food group.

## Cooking Delicious Fry-Bread!

What is fry-bread? If you know, tell your home instructor. Fry-bread is a type of bread made by some First Nations people in Canada and the United States.

If you've never eaten fry-bread, try to figure out what kind of bread it might be.

Today you are going to read a recipe for fry-bread. You will have to gather the utensils and ingredients that you need.

Tell your home instructor what you think each of the coloured words above mean.



If necessary, help your student decode the words in coloured print using an appropriate reading strategy, but do not tell him or her the meanings of the words.

Your student should try to define each of the words in coloured print. He or she will look them up in the dictionary to confirm their meanings.

If necessary, review how to use guide words and remind the student to look to the second or third letter if necessary.

Find the word recipe in the dictionary. It begins with r. Will that be near the beginning or end of the dictionary? Use the guide words to help you.

12. Write the dictionary meaning for recipe.

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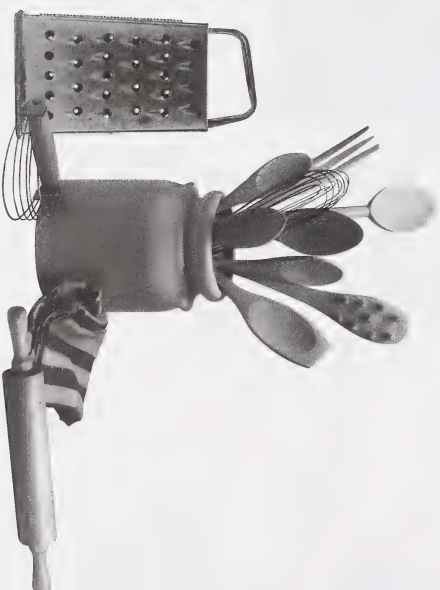
Look for the words utensil and ingredients in your dictionary.

13. Write the dictionary meaning for utensil.

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14. Write the dictionary meaning for ingredients.

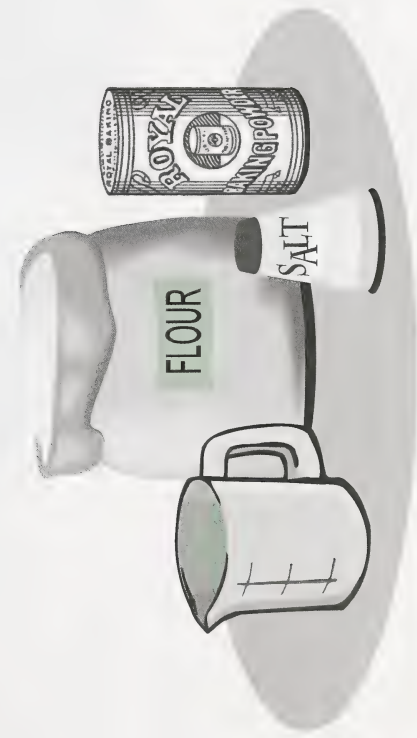
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# Ingredients for Fry-Bread

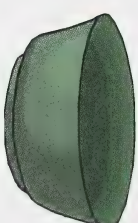
Dry Ingredients	Wet Ingredients
4 mL sugar	500 mL water
1000 mL flour	a box of shortening or oil for cooking
7 mL baking powder	
2 mL salt	

- One dry ingredient that you need is \_\_\_\_\_.
- One wet ingredient that you need is \_\_\_\_\_.

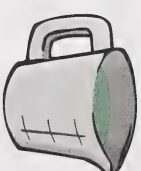


## Utensils

- bowl
- large spoon
- metric measuring spoons
- metric measuring cup
- frying pan
- spatula
- paper towels



bowl



measuring cup

measuring  
spoons

spoons



frying pan



spatula



paper towel

Help the student gather the ingredients and utensils.

Review safety rules for cooking. Some things you may want to discuss include the following:

- safe use of the stove
- safe use of utensils
- cleanliness

**Help the student cook the fry-bread.** Be sure the student understands that the hot oil can spatter and cause a burn.

17. Three utensils that you need are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Before you begin, review kitchen safety rules with your home instructor; then gather the ingredients and the utensils. Read all the steps of the recipe to your home instructor before you start to mix the dough.

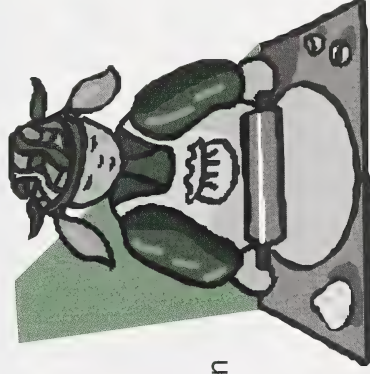
Reread the recipe until you completely understand all the steps.

Ask the student to read the steps aloud to you.

Read all the steps of the recipe to your home instructor before you start.

Follow these steps:

- Mix the dry ingredients together in the bowl.
- Add the water slowly and mix it in to make dough.
- Knead the dough and roll it into 12 balls.
- Use a rolling pin or your hand to flatten the balls to the size of very thick pancakes.
- Make a hole in the centre of each piece.
- Melt enough shortening or use oil in the frying pan to cover almost half the thickness of the bread.
- Use a spatula to put the bread into the hot fat.
- Turn the bread over when it is brown on one side.
- Take the bread out with the spatula when both sides are done.
- Set the bread on paper towels to drain and cool.
- Spread jam or jelly on it, and share it with family or friends.





Go to Grade Three Mathematics.

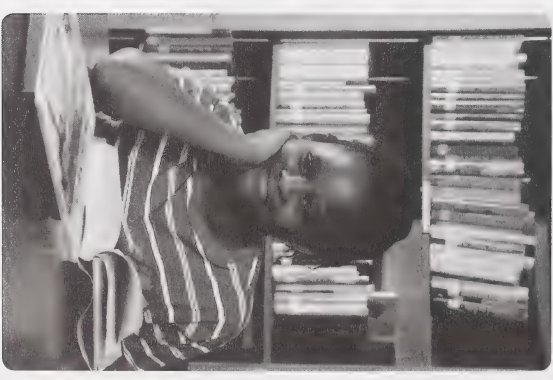
## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

## Spelling

Look back to the Day 2 spelling activity. Look at each word on the list that you wrote. Think about the correct spelling for each word. When you are ready, put away your word list.

Today you will write sentences with the words from your spelling pre-test.



Explain that the student will write the whole sentence this time. Dictate the spelling sentences. Refer to the Home Instructor's Guide for the sentences and for further information.

## Sentence Dictation Steps

Follow these steps when you write your sentences:

- Listen as your home instructor reads each sentence.
- Start each sentence with a capital letter and end the sentence with a period, question mark, or exclamation mark.
- Compare your sentence to the one your home instructor writes on the board.
- Check your spelling and punctuation and make any necessary corrections.

Write each sentence as your home instructor reads it to you. Use a ruler to underline the list word in each sentence. Check each sentence and correct any errors.

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Today your student will self-correct the sentences as you write them on the chalkboard or whiteboard.

## Phonics

Today you will review words with the short i sound. The short i sound is heard in the words hit, pig, and fin.

Play the rhyming game you learned on Day 2 with short i words.



18. Three spelling list words that have the short i sound are \_\_\_\_\_



Take out your Phonics book to practise the short i sound. Do pages 27 and 28.

## Handwriting

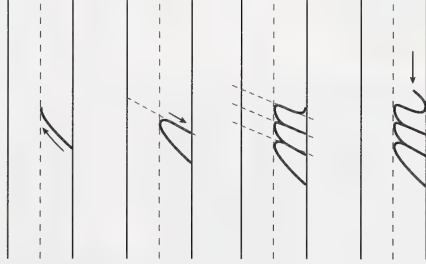
You'll learn how to write the letter m today.

Practise push-and-pull strokes on the chalkboard. You will use the slant stroke to write the letter m.



The letter m begins with an overstroke.

- The first part of the stroke has a rounded top.
- The “down” part comes down on the slant.
- The next two strokes are exactly the same.
- The tail swings up about halfway to the dotted interline.



Demonstrate how to form the letter *m* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, chant the strokes below.



over and down, over  
and down, over and  
down, and swing

Keep practising until you can make a very good *m* in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some *m*'s on your paper or in your notebook. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Check the student's posture, paper position, and pencil grip.

Notice how the letter m sits on the lines. The tail reaches halfway to the interline.

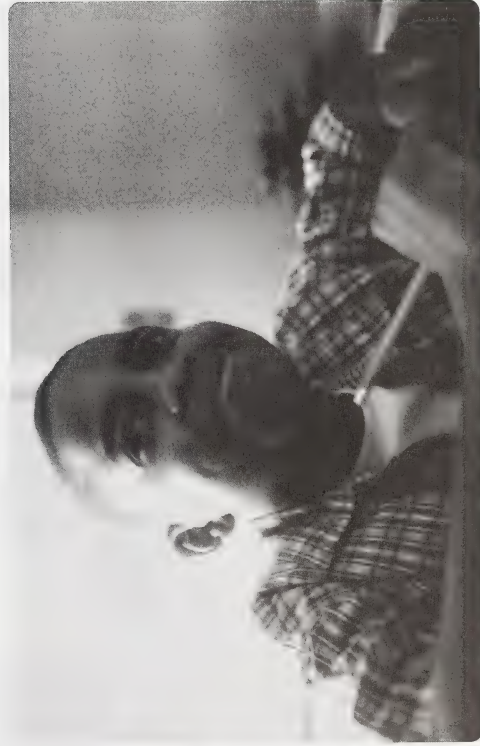


Practise at least two rows of m's on your paper or in your notebook. Try chanting the strokes as you write.

Now try joining the m's to some letters. Look how the m joins with the o and the a.



Practise joining the letters m, a, and o in the ways you see above. Notice how the o joins the m at the top. Write them on the chalkboard or whiteboard. Then try a row like the one above in your notebook or on your paper.



Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.

## Tree Walk

Think back to your walk on Day 1. On your walk you probably saw many different trees.

Did you notice that some trees had needles? Did you notice that some trees had leaves? If your walk was in fall, some leaves may have been on the ground.

Tell your home instructor what you remember about the trees you saw.

Study the pictures of trees below.



poplar tree



spruce tree



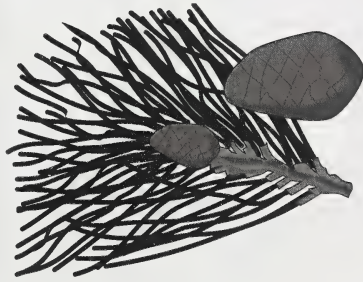
maple tree



pine tree

The pine and spruce are one type of tree, and the maple and poplar are another type. Did you see any of these trees on your walk?

What is different about the two types of trees? What is the same about the two types of trees? Tell your home instructor.



The two types of trees have scientific names. Some trees, like the pine and the spruce, have needles and cones. Their scientific name is **coniferous**. They are sometimes called evergreens because they stay green all year.

Trees that have leaves, like the maple and the poplar, are called **deciduous**. They lose their leaves in the fall and have bare branches in the winter. New leaves grow in the spring.



Imagine the bark of a coniferous tree. Is it soft and smooth or is it sharp and rough? Tell your home instructor what you think.

Imagine the bark of a deciduous tree. Is it silky and smooth or is it harsh and rough? Tell your home instructor what you think.

Today you will get a chance to find out.

Discuss the differences between the trees. Ask, "Which have leaves?" and "Which have needles?"

Help your student read the words *coniferous* and *deciduous*. Be sure the student understands that coniferous trees have needles and cones and stay green all year long. Deciduous trees lose their leaves and grow new ones in the spring.

**coniferous:** trees that have cones and needles and that stay green all year

**deciduous:** trees that grow leaves in the spring and lose leaves in the fall

The student will tell you how he or she thinks the bark of trees feels.

See the Home Instructor's Guide for more information. Ask the student to bring along some light-weight paper, a pencil, and some crayons in a backpack or bag.

The student will compare the actual feel of the bark to what he or she imagined.

Tell the student the steps for making a bark rubbing.



Are you ready to go for a walk to look for coniferous and deciduous trees?

Walk through your neighbourhood looking for a coniferous tree and a deciduous tree. If the tree is in a private yard, ask for permission before going into the yard. You may even find these trees in your own yard.

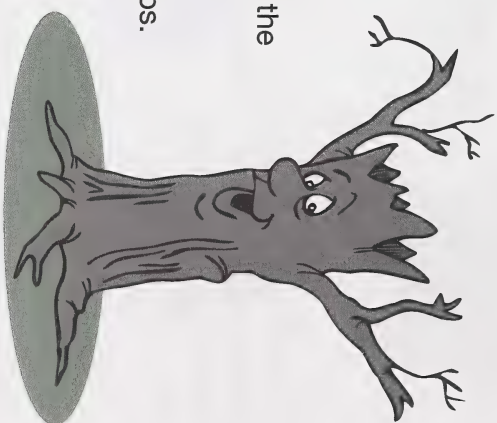
Find a coniferous tree. Feel the texture of the bark with your hands. Does the bark feel the way you imagined? Tell your home instructor.

Use your crayons and paper to make a rubbing of the tree bark. Your home instructor will tell you how.

Choose a deciduous tree and follow the same steps.



When you get home, put your bark rubbings in your Art Folder.



## Story Time

Find a comfortable spot. Listen as your home instructor reads. Enjoy your story.

## Looking Back

Today you read a recipe and made fry-bread. You learned about trees and observed them on a walk.

How did your fry-bread turn out? Did everyone like it?

How was your walk? What surprised you? What did you enjoy? Were the two rubbings the same?

## Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lessons.

## Glossary

**coniferous:** trees that have cones and needles and that stay green all year

**deciduous:** trees that grow leaves in the spring and lose leaves in the fall

**ingredients:** one of the parts of a mixture

Flour is an ingredient of a cake.

**main character:** the most important person, animal, or animated object in a story

**recipe:** a set of directions for making something to eat

**utensils:** everyday tools

Peelers and measuring cups are kitchen utensils.

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## Day 4

# Laker and Her Majesty

Do you have a special place outdoors? Have you ever made a tree house or a fort in the forest? Do you go fishing at a special lake? You will read about some children who have a special place. Find out how they protect it in today's story.

You'll start writing your own nature story today and go for another walk. Are you ready to begin?



## Getting Started

Trees are important to animals, birds, and people.

Did you know that some trees are the largest and oldest living things on Earth? Many trees were here when your grandma and grandpa were your age.

Tree roots grow under the soil. They gather food and water for the tree.

Tree trunks and branches reach up toward the sky. Trunks and branches are like the tree's transportation system. They carry food gathered by the roots and food made by the leaves and needles.

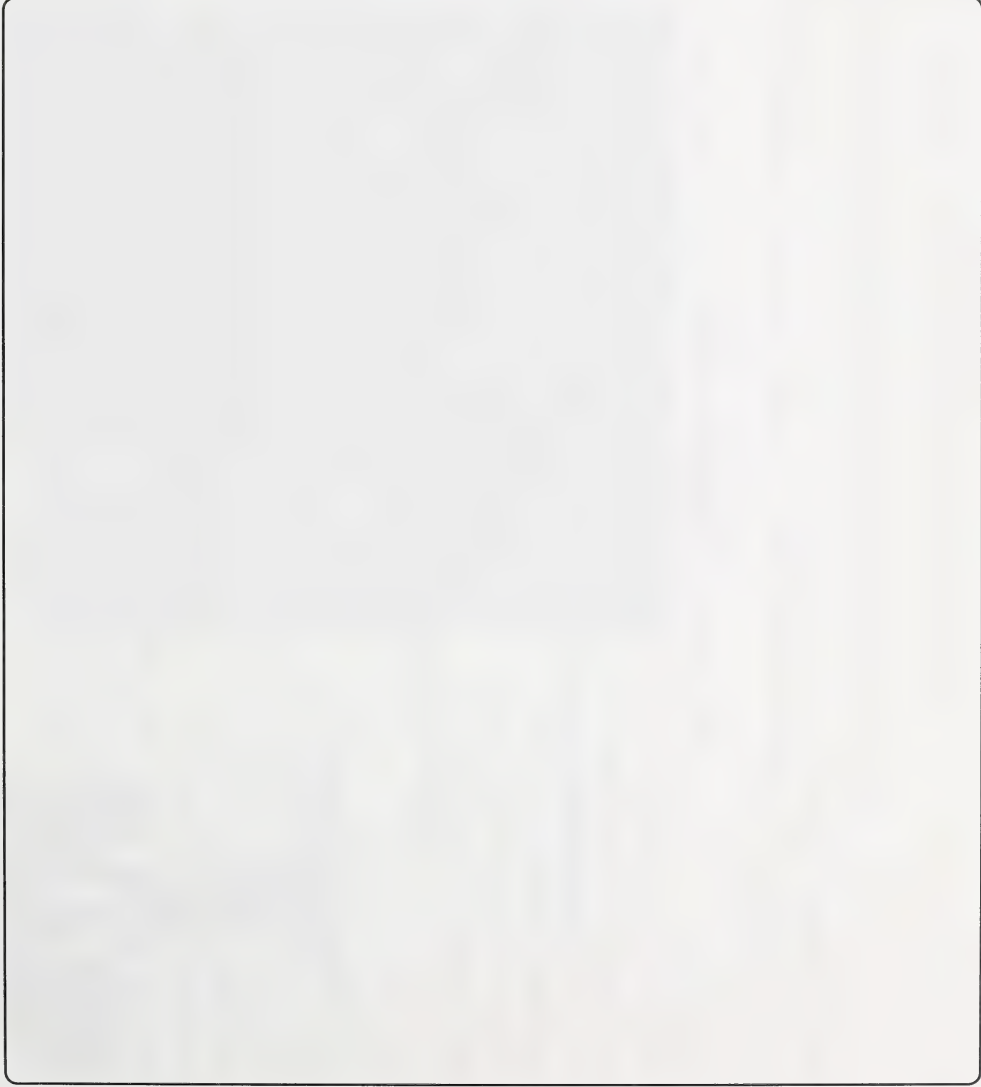
Tree leaves or needles grow from the branches. They make food using sunlight and water.



1. The main parts of a tree are the \_\_\_\_\_,

the \_\_\_\_\_, and the \_\_\_\_\_.

Draw a large tree in the box below. Fill most of the box with the drawing. Make a strong trunk and many branches.



Be sure the student draws a tree large enough to use most of the space. The student should draw a wide trunk and several branches. The student will write reasons why trees are important to animals and people on the branches.

2. Write the word animals on the trunk. Think about why trees are important to animals. Write the reasons why on some branches.
3. Write the word people on another part of the tree trunk. Think about why trees are important to people. Write the reasons why on some other branches.



## “The Day They Saved Her Majesty”



Take out *Spreading My Wings* and turn to the Contents page.

4. Find “The Day They Saved Her Majesty.” It is on page \_\_\_\_\_.
- Read the title. Do you know what the word majesty means?

5. Find the word majesty in the dictionary. Write the meaning.

*Majesty* may have more than one meaning. Discuss the meanings with your student and ask him or her to predict which meaning is the one that best fits the story.

Turn to the first page of the story. Look at the illustration and title. Look at the other illustrations in the story.

What might happen in the story? Tell your home instructor.

Today you will read one page at a time and then stop. If you can, read silently. Your home instructor is going to ask you some questions at the end of each page. Read the whole story.

The **mayor** is a person elected by the people in a community. The mayor, together with the council, makes decisions for the community. Sometimes they make decisions that people don't like.

What would you say to the mayor to change his mind? Make sure that your answer is polite. Tell your home instructor.



The student should make some predictions about what the story will be about.

See the Home Instructor's Guide for a list of questions. Your student should stop after reading each page and answer your questions.

**mayor:** the person elected to head the government of a city or town

## Writing a Nature Story

You have read and listened to stories about nature. Now it's your turn to write a story.

Use what you have learned about story structure to help plan your story.

You know that writing a story, paragraph, or article that you want to share with someone takes several steps. Do you remember the steps?



Discuss the Writing Steps poster with the student.

Encourage creativity as the student plans the story. Remind the student that this is fiction and he or she can be imaginative.

Find the Writing Steps poster in the Appendix of this Student Module Booklet. Read it and discuss it with your home instructor. Post it in your learning area.

Imagine you are an animal living close to a tree like Her Majesty.

Stories need a setting. The setting of your story could be a forest or other natural habitat.

6. List some interesting words to tell about your setting.

---

---

7. Stories need a main character. Your main character is an animal living close to Her Majesty. Think of a name for yourself (the animal). Describe what you look like and what you like to do in the forest.

**main character:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Interesting stories have a problem that the main character must solve. Think of a problem the animal must solve.

**story problem:** \_\_\_\_\_

\_\_\_\_\_

9. The story should have a solution (an answer) to the problem. Decide how your animal will solve the problem.

**solution:** \_\_\_\_\_

When you are finished planning your story, write your rough copy on some lined paper. Make your story interesting and exciting.



Put your story in your Writing Folder. You will begin to edit your story on Day 5.

If your student has difficulty thinking of a problem, you may suggest that he or she imagine the animal lives near a large tree like Her Majesty and all the trees are being cut down and the ponds filled in. Ask if this would be a problem for your animal. Why?

## Spelling

It's time to practise your spelling words. Look back to the list of words you wrote in your Day 2 spelling activity.

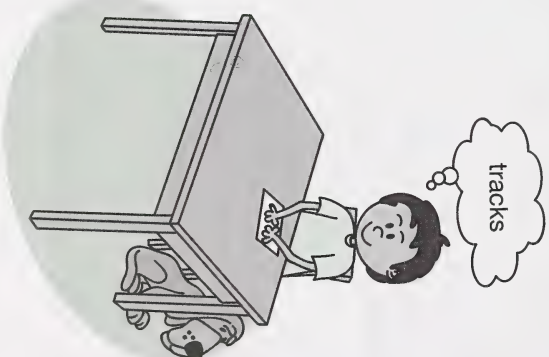
Use the look, cover, spell, and check method to practise all the spelling words one more time. Practise the challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

Check: See if you got it right or where you went wrong.



## Phonics

You have worked with words with the short a and short o sounds. Today you will practise the short u sound.

Read the words below to your home instructor:

**gum    luck    sun    truck**

What sound does the u have in each word? Tell your home instructor. That sound is the short u sound.

Remembering the ending parts of short-vowel words can help you read and write many words. If you can read and write the word up, then you can also read and write cup and pup.

Your home instructor will write some word endings on the chalkboard. Use the endings to make as many words as you can.



Do page 29 in your Phonics book to practise the short u sound.

Write the following word endings on the chalkboard: *ug, uck, ung, ub*. Ask your student to add a beginning sound or sounds and make as many words as possible. This is sometimes called making word families.

## Handwriting

You'll learn how to write n today.

Practise push-and-pull strokes on the chalkboard. You will use the slant stroke to write the letter n.

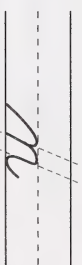


The letter n begins with an overstroke, just like m.

- The n is made like m except that one “over and down” stroke is left off.



- The downstrokes are on the same slant.



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



over and down,  
over and down,  
and swing

Keep practising until you can make a very good n in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some n's in your notebook or on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Demonstrate how to form the letter n on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

Check the student's posture, paper position, and pencil grip.

Notice how the letter n sits on the lines. The tail reaches halfway to the interline.

n n n n

Practise at least two rows of n's on your paper or in your notebook. Try chanting the strokes as you write.

Now try joining the n's to some letters. Look carefully at how the n joins each letter. Notice how the o joins to the n at the top.

an no na on

Practise writing the letter combinations you see above. Write them on the chalkboard or whiteboard. Then write the words in your notebook or on your paper.

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.



Go to Assignment Booklet 2A.  
Do Assignment 5: Handwriting.



Go to Grade Three Mathematics.



## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

## Walk and Collect

Earlier today you read about two children who faced a change that they did not like in their community.

10. What happened in Laker's community?

---



---



---



---



---



The mayor thought that destroying the forest and building a shopping centre would be a good change for the community. The children did not agree.



11. What do you think is best for Laker's community? Circle your choice.

saving the forest      building a shopping mall

12. Why do you think that?

---

**pollution:** the dirtying of the environment with things that are harmful to people, animals, or plants

**littering:** throwing garbage in places where it does not belong



Today you will go for another walk.

You have a job to do on this walk. You will need two bags and a pair of gloves to gather things. You are going to gather a collection of natural objects and a collection of polluting objects.



Gather a bag of natural objects like twigs, pine cones, grass, rocks, moss, and feathers. Do not take anything from anyone's yard without asking. Collect objects that are on the ground. Do not pull bark or branches off trees. This harms the tree. Do not pick flowers or plants.

In your other bag, put objects that are littering or polluting your neighbourhood. You may find things like paper, plastic, paper cups, pop cans, and glass. Pick up the objects carefully. Use gloves to protect your hands. Check with your home instructor before picking up anything that looks harmful.

Save the objects you have gathered. You will use these things to make shoebox habitats later.

It's a good idea to bring gloves to wear when picking up litter.



## Story Time

Find a comfortable spot. Listen as your home instructor reads.

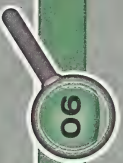
## Looking Back

You read a story about some children who made a difference to their community. Did you enjoy the story? How did the story make you feel?

You have learned to handwrite several letters now, and you are beginning to write words. How are you doing at handwriting? Do you find it difficult to get the right shape and the right slant on the letters?

## Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.



## Glossary

- littering:** throwing garbage in places where it does not belong
- majesty:** 1. greatness, beauty, and dignity all rolled into one  
2. a title for a queen or king
- mayor:** the person elected to head the government of a city or town
- pollution:** the dirtying of the environment with things that are harmful to people, animals, or plants

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## Day 5

### Forests and Animal Friends

Today's activities focus on forest habitats and animals that live in forests. What do you know about forests?

You'll work with the story "The Day They Saved Her Majesty" again and spend some time editing your own story.



# Getting Started

Read the poem below. Discuss it with your home instructor.

Bulldozer

saber-toothed, powerful  
crunches and grinds  
wind caressed trees.

1. What picture do you see in your mind when you read this poem?

---

2. How do the poem and the picture you see in your mind make you feel?

---



---

Forest trees grow where their seeds land. It takes them a long time to grow. People cut down trees for many reasons.

Think of good reasons for people to cut down some trees. Think of a time when people cut down trees without a good reason. Do you think building a shopping mall is a good reason to cut down trees? Share your ideas with your home instructor.



If the student has difficulty forming a visual image when reading the poem, read it aloud to him or her. Discuss any images that you see when reading the poem.

Your student will think of good reasons for cutting down trees and of a time when people cut down trees without a good reason. See the Home Instructor's Guide for more information.

The student will retell the story.

**story summary:** a short version that tells the most important parts of a story

## “The Day They Saved Her Majesty”

Think back to the story “The Day They Saved Her Majesty.” Think about what happened in the beginning, the middle, and the end of the story.

Pretend that your home instructor has never read the story. Tell your home instructor what happened in the story.

A **story summary** tells the most important parts of a story in a few sentences. You just did a story summary for your home instructor.

Now read the following story summary to your home instructor.

Laker and her family and friends had a wonderful time in the forest filled with maple trees. The children liked to play on a special tree called Her Majesty. One day everything changed. The forest was going to be cut down. The animals’ home would be destroyed. The trees would all be gone.

The children wanted to save the forest, but they didn’t know what to do. They watched as the equipment destroyed the forest. Jimmy and Laker stopped the men just before they dozed Her Majesty. The townspeople planted new trees and turned the area into a park called the Jimmy Laker Park.

How is your story summary different than the summary you just read? How is it the same? Discuss this with your home instructor.

Discuss the similarities and differences between your student’s summary and the written summary.



Take out *Spreading My Wings*.

You will reread parts of the story “The Day They Saved Her Majesty.”

One way to do a story summary is to think about the most important thing that happens in each **paragraph**. This is called finding the **main idea** of the paragraph.

Show your home instructor where the first paragraph on page 47 begins and ends.

Read the first paragraph on page 47.

3. What is the most important idea in the paragraph? Use your own words.

---

---

Read the first paragraph on page 48.

4. What is the main idea in the paragraph? Use your own words.

---

---

**paragraph:** a group of sentences all having to do with the same idea  
A paragraph begins on a new line and is usually indented. Sometimes a space separates it from the paragraph before it.

**main idea:** the most important thought or point

The student will show you where the first paragraph on page 47 begins and ends.

This may be difficult for students who have not practised finding main ideas. If necessary, discuss the most important information in the paragraph orally; then have the student write the main idea. Do not allow the student to copy a sentence from the story directly. The main idea should be in the student's own words.

See the Home Instructor's Guide for information on the main ideas of the paragraphs.

Read the first paragraph on page 49.

5. What is the main idea in the paragraph? Use your own words.

---

---

Read the last two pages of the story. Stop at the end of each paragraph and tell your home instructor the main idea of that paragraph.

If you put all your main ideas together, you would have a good story summary. Thinking about the main idea of the paragraph makes it easier to explain what happened in the story.

## Making a Difference

Laker and her friends made a difference in their community. They wanted to save a forest to help the animals and to provide a place that people could enjoy too. They managed to save one tree and helped make a park to replace the lost trees.

Do you know someone or a group of people who have made a difference in your community? What did they do? Discuss this with your home instructor.



Discuss community groups or individuals who have initiated constructive changes in your community or who have opposed unnecessary destruction of the environment.

If Laker and her friends had made a plan earlier, maybe they could have saved the whole forest. Suppose that Laker and her friends had decided to make posters to get townspeople involved in saving the forest.

Imagine that you are one of Laker's friends. Help Laker design and draw a poster to save the forest.



Find a piece of poster paper or unlined paper.



- Draw some deciduous trees.
- Draw some animals from the story.
- Draw some children playing in the forest.
- Think up a title that will get the townspeople involved.
- Write the title in large letters.
- Colour your poster to make it bright and eye-catching.



Put your poster in your Art Folder or post it in your learning area.

6. Can you think of another way that Laker and her friends could have saved the forest?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Phonics

Can you read short u words? Read the words below to your home instructor:

**uncle   unhappy   Sunday   summer   upset**

7. Write one of these words next to each definition.

to turn something over \_\_\_\_\_

your mother's brother \_\_\_\_\_

a hot time of the year \_\_\_\_\_

a day of the week \_\_\_\_\_

sad \_\_\_\_\_



Go to page 30 in your Phonics book to practise short vowel sounds.



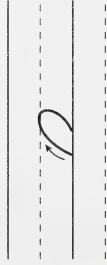
# Handwriting

You'll learn how to write z today.

Practise right tornadoes on the chalkboard. You will use the overstroke to write the letter z.



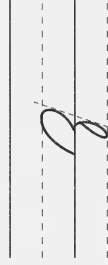
- The letter z begins with an overstroke. The "over and curve" stroke is well-rounded.



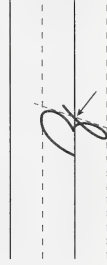
- The downstroke follows the slant.



- Make a loop. The loop is one half-space long.

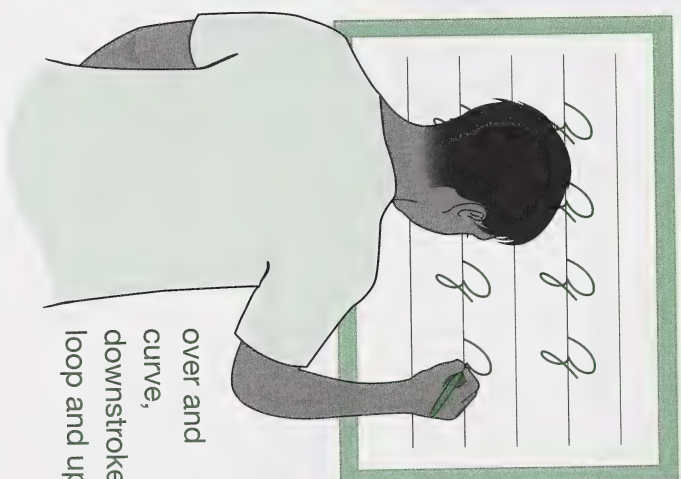


- The loop crosses just below the line. The tail of the loop goes above the line about halfway to the interline.



Demonstrate how to form the letter z on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.

Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



over and  
curve,  
downstroke,  
loop and up

Keep practising until you can make a very good z in handwriting.

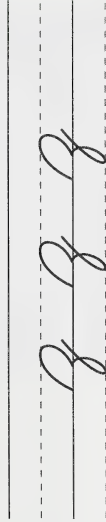


Take out your interlined notebook or interlined paper.

Get ready to try some z's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

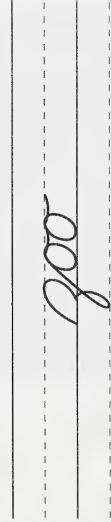
Notice how the letter z sits on the lines.

The tail below the line just reaches the interline.



Practise at least two rows of z's on your paper or in your notebook. Try chanting the strokes as you write.

Now try joining the z's to some letters. Look carefully at how the z joins the other letter.



Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.

Practise writing the word you see above. Write it on the chalkboard or whiteboard. Then try a row of words in your notebook or on your paper.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Check the student's posture, paper position, and pencil grip.

## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



## Story Editing

Look at your Writing Steps poster. You have planned your story and written a rough copy. Now you are ready to start editing.

Today you will read your opening and closing sentences and decide how you might improve them. When you improve the ideas and make corrections in the rough copy of your story, you are **editing**.

The **opening sentence** is the first sentence in a story. The opening sentence gets the reader or listener interested in the story. It often tells about the setting of the story and introduces the main character.

Think back to the story "Billy's World." The story starts with the sentence "The boy stood on a hill overlooking a lake."

8. What do you learn about the main character and the setting?

Guide the student through the editing process. Refer to the Home Instructor's Guide for more information.

**editing:** improving the style, correcting errors, checking facts, and so on

**opening sentence:** the first sentence in a story

Think about the story "The Day They Saved Her Majesty."

The story starts with the sentence "Laker was five years old when her father first took her to the forest just outside Mapletown."

9. What do you learn about the setting and the main character?

---



---

Reread your animal story from yesterday. Copy your opening sentence on the lines below.

---



---

Would the reader learn about the setting and the main character from your opening sentence? Erase and change the opening sentence in your story if you did not have any information about the setting and the main character.



**closing:** the last or last few sentences in a story

The **closing** is the last sentence or last few sentences in a story.

The closing shows the reader how the character has changed, or it ties the story together in some way.

The closing sentence from "The Day They Saved Her Majesty" is "For all that time, the people of Mapletown have told the story about the two children who saved Her Majesty and of how Jimmy Laker Park got its name."

Copy the closing sentence from your story.

In your story, did the animal change as a result of his or her adventure? Does your closing sentence tell what happened to your character or tie your story together? Change it if you need to.

On Day 6 you will edit your story for spelling. You will check your sentences and punctuation too.



## Forest Habitats

You met some forest animals in "Billy's World." Ravens, weasels, squirrels, wolves, coyotes, bears, and owls live in the forest.

Your new story, "The Day They Saved Her Majesty," also contained several forest animals.

Read the names of the wild animals and birds from the story:

**heron   beaver   rabbit   deer   raccoon**

Think about the special adaptations these animals have to help them survive in the forest. Match the names of these animals and birds with the following riddles.

10. I have a sharp bill to help me catch fish and frogs.

My long legs let me wade in shallow water.  
I am a bird.

I am a \_\_\_\_\_.

11. I have strong teeth so I can gnaw trees and eat bark.

I build dams to hold water for my home.  
I am a mammal.

I am a \_\_\_\_\_.

Module 2A: I Can Make a Difference



12. I have four legs and can run fast and jump high.

I eat grass and leaves.

My babies have spots to help them hide in the forest.

I am a mammal.

I am a \_\_\_\_\_.

13. I have good eyesight to hunt at night.

I have stripes to help me hide and paws almost like hands.

I am a mammal.

I am a \_\_\_\_\_.

14. I have thick, strong legs and big feet to help me hop.

I change colour in the winter to help me hide.

I am a mammal.

I am a \_\_\_\_\_.





15. Can you think of any other animals that live in the woods? Write them below.

---



---



---

Now it's your turn to make up some animal riddles. Think about the special adaptations of the forest animals. Choose three animals to make up riddles about. You will write the riddles in your Assignment Booklet.



Go to Assignment Booklet 2A. Do Assignment 6: Animals Riddles.

The student should choose forest animals other than the ones used in the riddles on the previous pages. Some animals from the list may be chosen, or the student may think of other forest animals. If necessary, the student can use the Internet, a computer encyclopedia program, or resource books to find out more about the animals that were chosen.

## Story Time

Find a comfortable spot. Listen as your home instructor reads. Enjoy the story.

## Looking Back

Today you made up riddles about forest animals. You learned about story summaries and main ideas. What else did you learn?

Which part of the day did you like best? Why?

## Journal Entry



The student may respond to the questions or write about any topic that relates to the day's lessons.

# Glossary

**closing:** the last or last few sentences in a story

**editing:** improving the style, correcting errors, checking facts, and so on.

**main idea:** the most important thought or point

**opening sentence:** the first sentence in a story

**paragraph:** a group of sentences all having to do with the same idea

A paragraph begins on a new line and is usually indented. Sometimes a space separates it from the paragraph before it.

**story summary:** a short version that tells the most important parts of a story

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## Day 6

### A Visit to a Local Habitat

Today you will visit a natural habitat near your home. You'll observe the animals and plants that live there.

Before you leave, there are a few things to do, such as editing your animal story and planning your trip. Get ready for an exciting day!



## Getting Started

Do you think trees have feelings? Why or why not? Tell your home instructor what you think.

Think about the special tree in “The Day They Saved Her Majesty.” Imagine that the tree had feelings.

How do you think Her Majesty felt when each event happened?

1. When the children played in her branches, she probably felt

\_\_\_\_\_.

2. When the bulldozer came toward her, she probably felt

\_\_\_\_\_.

## “The Day They Saved Her Majesty”

In Module 1 you brainstormed feeling words. You have thought about the feelings of characters in different stories. You found out that authors sometimes show you how the characters feel by telling about their actions.



The student will discuss his or her thoughts about trees.

Think about the feelings that Laker and her friends shared. Some feelings were happy feelings.

3. Laker and her friends were happy when \_\_\_\_\_

\_\_\_\_\_

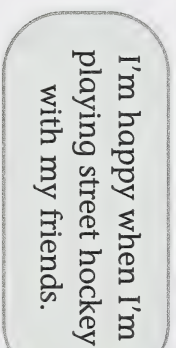
Some feelings that Laker and her friends had were sad.

4. Laker and her friends were sad when \_\_\_\_\_

\_\_\_\_\_



I'm sad when my friend  
can't come over to play.



I'm happy when I'm  
playing street hockey  
with my friends.

Authors try to use interesting and descriptive words when they write a story.

Can you think of other words that mean the same as happy?

If you have a **thesaurus** in your home, find the word happy.

5. Write three other words that mean happy.



Your computer may have a thesaurus too.

If you have a computer, ask your home instructor to show you how to find the thesaurus. You may have to click the button that says **Tools** on your word-processing program. Then choose language and then thesaurus.



**thesaurus:** a book that lists words and their synonyms, that is, words that have a similar meaning  
The words in a thesaurus are arranged in alphabetical order.

Help the student look up the word *happy*. If you do not have a thesaurus, a dictionary may be used.

If you do not have a computer in your home, skip this portion of the lesson.

Have the student compare the synonyms found in the print thesaurus or dictionary to those found in the electronic thesaurus.

6. Write three words you found in the computer thesaurus that mean happy.

\_\_\_\_\_



Choose a word that means happy to complete the following sentence. Use a word that you don't usually use when you speak or write.

7. When the children climbed on Her Majesty, they felt \_\_\_\_\_.

Some feelings Laker and her friends felt were sad feelings. Can you think of words that mean the same as sad?

Use either a print thesaurus or one on your computer to find the word sad.

8. Write three other words that mean sad.

\_\_\_\_\_

Choose a word to complete the following sentence. Use a word that is new to you or that you don't usually use.

9. When Laker and her friends thought about the animals losing their homes, they

felt \_\_\_\_\_.



# Reading Response

The most important thing about reading is understanding what the author is trying to tell you. You have already learned a lot about reading to understand the story.

In your assignment today, you will complete a reading response form to show what you know about the story “The Day They Saved Her Majesty.” You will **respond** or react to the story by sharing your opinion of the story and by talking about the parts you liked or didn’t like.

Refer to the story “The Day They Saved Her Majesty” to complete the response.

You will complete a Reading Response form at least once in every module.



Go to Assignment Booklet 2A. Do Assignment 7: Reading Response.

**respond:** to give your opinion or reaction to a story

# Spelling

On Day 4 you used ending sounds to make rhyming words. Today you will make some **word families** with your spelling words.

Remembering the ending parts of short-vowel words can help you read and write many words. If you can read and write the word part ish, then you can also read and write dish, fish, wish, and squish.



**word families:** words that end with the same sound and spelling

10. Look at each of these spelling words. Write a list of words that rhyme or have the same ending sound and letters.

**think**

**end**

**track**

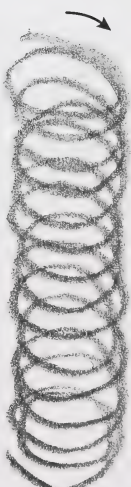
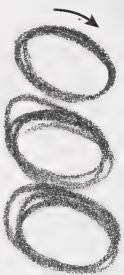
**that**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Handwriting

You'll learn how to write x today.

Practise right tornadoes on the chalkboard. You will use the overstroke to write the letter x.



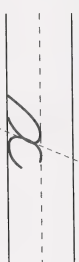
- The first stroke of x is the same as the first stroke of z.



- For the second stroke, you pick the pencil up and start at the interline. Curve around to join the first stroke and then go up.



- The slant of the x can be seen in the way the two strokes are joined.



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



over and  
curve, curve  
and up

Keep practising until you can make a very good x in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some x's on your paper or in your notebook. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Demonstrate how to form the letter x on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.

Check the student's posture, paper position, and pencil grip.

x x x

ox ox

Practise writing the letter combinations you see above. Write them on the chalkboard or whiteboard. Then try a row of each letter combination in your notebook or on paper.

## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

## Story Editing

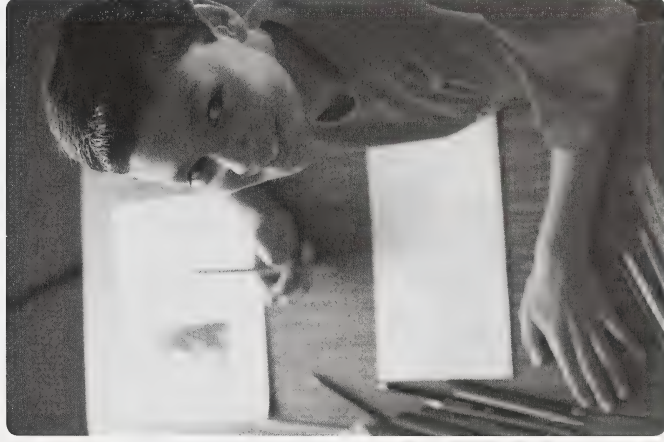
Today you will edit your animal story. You will reread your story and check the spelling and punctuation. You will also check for interesting and descriptive words.



Take out the story you wrote on Day 4.

Reread your animal story. Follow the steps to do more editing.

- Is each word spelled correctly? Look carefully at the words. If you are not sure whether they are correct, check them in your Writing Dictionary or another dictionary.
- Erase and fix misspelled words. If you like, you can cross out the misspelled word and write it correctly above.



Monitor as the student works through the editing steps. Provide guidance as necessary.

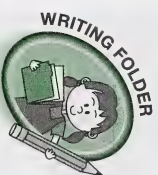
Help the student with any ideas that are not clearly expressed. Ask, "What did you mean here? What is happening? How is the character feeling? Is there another word that will make it clearer?"

- Did you use capital letters at the beginning of each sentence? Did you use a period, question mark, or exclamation mark at the end of each sentence?

Add any capital letters or punctuation marks that you missed.

- Do the words you used express your ideas clearly? Could you use some of the new words for feelings you learned today to make your story more exciting?

Make your corrections on your rough copy. Get help from your home instructor if you need it.



Put your story back into your Writing Folder.



When I read my story out loud, I find editing much easier. Have you tried that?

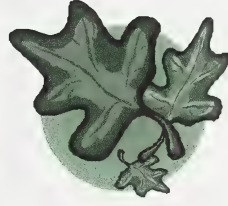
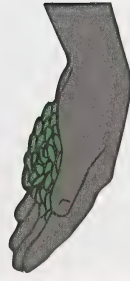
## Habitat Field Trip

Today is the day! You are going on your field trip.

For the last few days you have been thinking about and preparing for your field trip.

You did the following things to prepare for your field trip:

- went on walks close to home
- chose a habitat to visit
- observed coniferous and deciduous trees in your neighbourhood
- observed animals and birds in your neighbourhood
- gathered natural objects
- gathered polluting objects



If necessary, discuss the names of coniferous and deciduous trees that you saw on earlier trips. Refer back to Day 3.

Make some predictions about your trip.

One coniferous tree I will probably see is

\_\_\_\_\_

One deciduous tree I will probably see is

\_\_\_\_\_

One mammal I will probably see is

\_\_\_\_\_

One bird I will probably see is

\_\_\_\_\_

A natural object I will probably see is

\_\_\_\_\_

A polluting object I will probably see is

\_\_\_\_\_



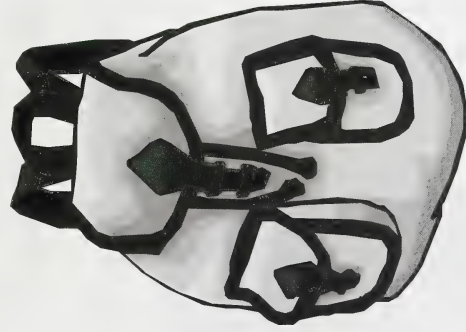
On your visit to the habitat, do these things:

- Wear appropriate clothing and walking shoes.
- Bring plastic bags and a backpack to carry objects you find on your field trip.
- Find as many natural objects as possible. Look for feathers, leaves, needles, seeds, berries, pine cones, fallen twigs, bits of bark, stones, and moss. Check with your home instructor before taking the natural objects you see.
- Find at least one more piece of litter. Use gloves when picking up any litter. Do not pick up anything that might be harmful to you. Look carefully for signs of pollution.
- Scoop some soil into a plastic bag if the ground isn't frozen.
- Bring a pencil and a sketchbook or paper. Record the animals and plants that you see in the habitat. Sketch them too, if you like. Look for deciduous and coniferous trees.

When you return from your field trip, add the natural objects and polluting objects to your collection from Day 4.

Enjoy your afternoon in a natural environment!

Module 2A: I Can Make a Difference



Some parks prohibit the removal of natural objects. Teach respect for all living things. Do not allow your student to take anything that will destroy plants or trees or harm animals.

## Story Time

Find a comfortable spot. Listen as your home instructor reads.



## Looking Back

You did a Reading Response and edited your story today. How is the editing going? Are you almost ready to rewrite the story?

How was your field trip? Did you observe lots of different plants and animals? Did you learn anything new about habitats?

# Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lessons.



Module 2A: I Can Make a Difference

## Glossary

**respond:** to give your opinion or reaction to a story

**thesaurus:** a book that lists words and their synonyms, that is, words that have a similar meaning

The words in a thesaurus are arranged in alphabetical order.

**word families:** words that end with the same sound and spelling

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Did you enjoy your field trip on Day 6? Today you'll have a chance to tell about the things you saw and the things you learned.

Get ready to think about different kinds of pollution. You will read about children who have helped the environment by cleaning up or preserving habitats.

Read and discuss the story. The student may not know the meaning of the word *intruders*. Explain the word.

**intruder:** someone who goes somewhere he or she is not invited

## Getting Started

Your home instructor will read you the story below.

Silver brown squirrel thoughtfully watched the **intruders** enter his forest home. Baby rabbit squeezed under the wild rose bush and listened to the footsteps.

A laughing child and an adult were walking through their habitat.



"They will break branches," grumbled silver brown squirrel.

"They will pick up litter," decided baby rabbit.

After the people left the forest, silver brown squirrel scampered down the tree to sit by baby rabbit.



1. Which animal believes the people will clean up the forest?

---

2. Which animal believes the people will break tree branches?

---

Imagine the animals in the habitat you explored yesterday were talking about you and your home instructor. What would the animals say after you went home? Tell your home instructor.

Yesterday you explored a local habitat. Think about the plants and animals that you saw. Look back to the predictions you made on Day 6 before you left.

3. How many of your predictions were correct? \_\_\_\_\_

Did you see anything on your walk that worried you? Did you see litter, such as broken glass or plastic, that could be harmful to you or to animals? Did you see **eroded** areas where bikes or cars tore up the soil?

You will tell about your field trip in your Assignment Booklet. Use the notes and drawings you made on your trip to help you.



Go to Assignment Booklet 2A. Do Assignment 8: Field Trip Report.



Discuss the word *eroded*.

**eroded:** worn away by wind, water, or vehicles

Discuss how the animals would have felt about you in their habitat.

## Helping the Environment

Sometimes the natural world helps us. In the story "Billy's World" something was missing from Billy's life. An owl helped him realize how important the natural world of the forest was to his happiness.

Laker and her friends had a lot of fun in the forest near Mapletown. Natural areas are important to many people. Parks and natural habitats help people enjoy the beauty and peace of the natural environment.

Sometimes the natural environment needs our help. Think back to the story "The Day They Saved Her Majesty." Laker, her friends, and some animals almost lost their forest playground.

How did Laker and her friends help save a maple tree? Tell your home instructor.

In the next few days, you will read about children from Canada and other parts of the world who helped the environment.

You will discover how grade three children can make a difference in their communities.



Take out *Spreading My Wings*.

Turn to the Contents page. Find “Hoot Club Super-Projects.”

4. The project reports begin on page \_\_\_\_\_. Turn to that page.

Did you ever notice something interesting just as you were walking past it and turn to take a second look? Today you will take a double look at some non-fiction reports about children who helped the environment.

Each report tells about children who made a difference in their community or in other world communities. First read each report quickly and look for a problem the children noticed in nature. This is called **scanning**.

Then read each story carefully and find how the children solved each problem.



My class planted trees in the river valley last year. All of the grade two and three students went on a bus, and we each planted a tree.



Mom and I planted two apple trees in the backyard. I can't wait to see the apples growing on the tree!

In this case, the student is looking for the environmental problem that the children saw.

**scanning:** reading quickly to look for a certain thing

When your student has finished reading the report, discuss the Canadian Environmental Green School program with your student. See the Home Instructor's Guide for more information.

Try to answer the questions on your own, but get help from your home instructor if you need it.

## **“Going Green”**

Scan the report “Going Green.” Read silently.

The grade three class of Morna Heights School helped nature in many ways. The children completed 43 environmental projects.

5. What problem did they notice along a bank?

---

Reread the report “Going Green” to your home instructor.

6. What did the children do to protect the bank?

---



## “Baking Up a Forest”

Scan the report “Baking Up a Forest.”

What did Matthew Noel realize?

7. He realized \_\_\_\_\_.

Now carefully reread the report “Baking Up a Forest.”

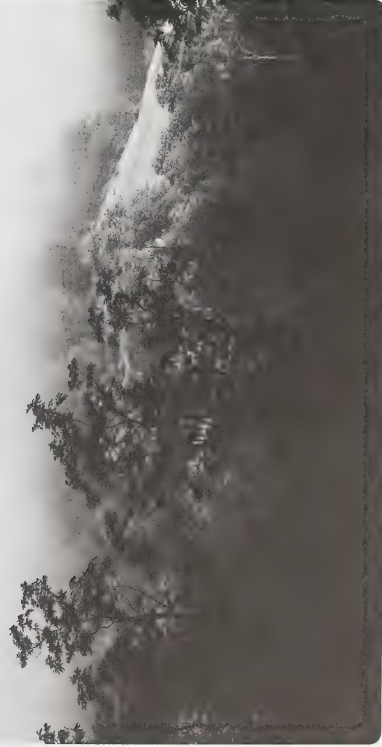
8. What did Matthew and his classmates do to help save the animals’ rainforest habitat?

\_\_\_\_\_

Discuss the word *hectares* with your student. You could compare hectares to acres if your student knows what acres are.

**hectare:** a metric unit used to measure land area  
A hectare is equal to ten thousand square metres.

**acre:** a non-metric unit used to measure land area  
An acre is equal to about 0.4 hectares.



# “Ring Around the Birdy”

Quickly scan the report “Ring Around the Birdy.”

9. Which problem were the children of H. G. Olsen School tired of seeing?

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Very carefully, reread the report “Ring Around the Birdy.”

10. What did the children do to protect the birds and other animals on their island home?

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Good reading! Today you learned three ways students helped the environment and made a difference in their communities.

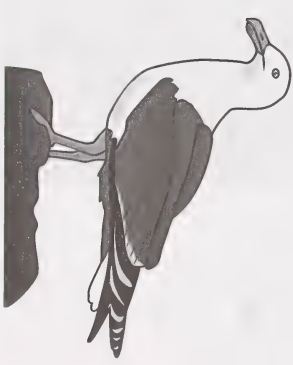
11. Which problems in nature are you tired of seeing?

A problem I am tired of seeing is

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## Story Editing

Today you will finish editing your animal story. You will reread your story and check for complete sentences.

12. Look at the story below. Can you spot the sentences that do not tell a complete thought? Underline the incomplete sentences.

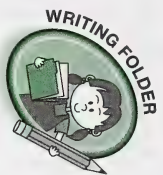
In the forest there lived a family of playful rabbits. They lived in a hole under the. The littlest bunny, Zoey, was.

Joe and his friends often had picnics near the rabbit hole. Sometimes they threw their garbage on the ground. One day Zoey found a. She ate it and became very sick. Luckily she got better and could. Play with the other rabbits again.



Incomplete sentences make the message in the writing confusing to the reader.

Provide support if your student has difficulty identifying incomplete sentences. If the student does not have any incomplete sentences, challenge him or her to pick a few sentences and to make them more descriptive.



Take out the story you wrote on Day 4.

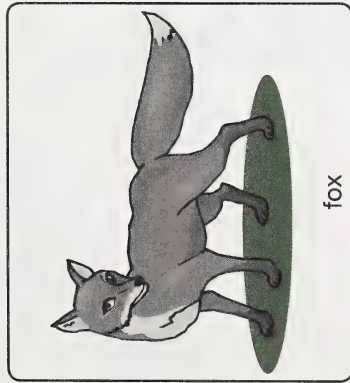
Reread your story. Look carefully at each sentence. Read it aloud if you need to. Think about whether each sentence contains a complete thought. Correct any incomplete sentences.

Put your story back in your Writing Folder when you are done. You will rewrite it on Day 8.



# Phonics

Read the words below:



fox



socks

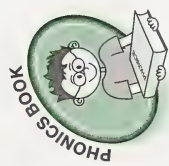


doll

The vowel sound in these words is the short o sound.

13. Read each word below. Remember the short vowel rule. Put a check mark beside the words that have the short o sound.

- |      |     |      |     |      |     |
|------|-----|------|-----|------|-----|
| lock | toe | stop | go  | boat | on  |
| mom  | cot | hope | box | nose | lot |



Go to your Phonics book to practise the short o sound. Follow the directions and do pages 31 and 32.

Remind the student that if a word or syllable has only one vowel and it comes between two consonants, the vowel usually has the short sound.

# Handwriting

You'll learn how to write the letter i today.

Practise left oval faces on the chalkboard. You will use the understroke to write the letter i.



- The letter i begins with an understroke, just like the eyebrows on the left oval faces you made.



- The second stroke is a downstroke. It is on the same slant.



- The tail reaches about halfway to the dotted interline.



- Put the dot on last. It is in line with the slant.



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



swing, slant  
down,  
swing, and  
dot

Keep practising until you can make a very good *i* in handwriting.



Take out your interlined notebook or interlined paper.

Demonstrate how to form the letter *i* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.

Check the student's posture, paper position, and pencil grip.

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.

Get ready to try some i's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter i sits on the lines. The dot goes just above the interline.

i i i

Practise at least two rows of i's on your paper or in your notebook. Try chanting the strokes as you write.

Now try joining the i's to some letters to make words. Look how the i joins the other letters.

dim dig

Practise writing these words. Write them on the chalkboard or whiteboard. Then try a row of each word in your notebook or on paper.



Go to Assignment Booklet 2A. Do Assignment 9: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



## Pollution

Over the last few days you have looked for signs of littering and pollution in your community.

Polluting the environment is dangerous for all living things.

Polluting by throwing garbage in natural areas not only destroys the beauty of an area, but it can also be dangerous to animals. Earlier today you read about children who collected plastic rings to prevent them from hurting animals. Animals may try to eat plastic and other materials. Preventing litter is one way that everyone can preserve habitats and help the environment.



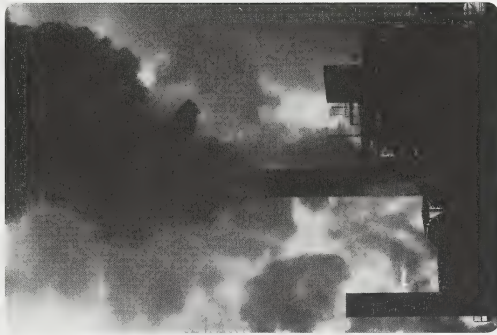
If the student does not remember the types of pollution, ask him or her to read the following paragraphs about pollution and then return to question 14.

14. The three main types of pollution are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ pollution.

The air becomes polluted when too many vehicles, factories, and industries release fumes into the air. The chemicals go into the air, and the polluted air can make people and animals sick.



Soil can become polluted when too much oil, fertilizer, chemicals, garbage, or manure is mixed with it. Plants will not grow in polluted soil.



15. Did you see any examples of air or soil pollution on your field trip?

\_\_\_\_\_

Water can also become polluted. Throwing garbage into water or dumping chemicals or oil into water will pollute it. Polluted water can be unsafe for animals or humans to drink. Fish and amphibians cannot live in polluted water.

16. Did you see any examples of water pollution on your field trip?

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Find "Salmon Challenge" on the *Grade Three Thematic Multimedia* CD.

Assist the student with locating "Salmon Challenge"<sup>1</sup> on the *Grade Three Thematic Multimedia* CD and explain how to play the game.

The "Salmon Challenge" segment contains two buttons that link to external websites. These buttons are "Get Involved" and "Quit." If you have Internet access, clicking on these buttons will take you to an external website. If you don't have Internet access, these buttons will not work.

"Salmon Challenge" is a game to help you see how your decisions help or harm the environment. You will be given ten questions. Just choose the best answer. Good choices will help your salmon grow big and strong. Bad choices will harm or kill your salmon. You will learn which choices to make in order to keep the habitat for salmon and other wildlife safe. Your home instructor will help you get started.



<sup>1</sup> "Salmon Challenge" August 2003, King County Dept. of Natural Resources and Parks. Reproduced by permission.

# Shoebox Habitats

Today you are going to make two shoebox habitats with the objects you collected in your community and in a local habitat.



- Take out two shoeboxes or other small boxes.
- Take out the natural objects and polluting objects that you gathered on your walks.
- Sort the objects into two groups, natural and polluting.

If you gathered any feathers, don't use them for your shoebox habitat. You will need them for an experiment on Day 11.

- In the first box, create a clean habitat. Draw and colour or paint a scene on the back of the box if you like. Make stand-up trees or mountains if you like. Make a pond or stream with shiny foil. Put soil in the bottom of the habitat. Arrange twigs, stones, and other natural objects to make a pleasant habitat. If you have small plastic animal models, place them in the habitat too.
- In the second box, create a polluted habitat. Use some natural objects, but include some of the polluting objects too. Do you think animals would like to live here?

Help the student organize the objects into two groups: natural and polluting objects.

Discuss why a habitat filled with litter is unsafe for animals.

# Story Time

Find a comfortable spot. Listen as your home instructor reads.

## Looking Back

Today you made a shoebox habitat. Do you understand habitats better than you did on Day 1?

You read about some children who helped the environment. Have you ever done anything to help the environment?



## Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lessons.

# Glossary

**acre:** a non-metric unit used to measure land area  
An acre is equal to about 0.4 hectares.

**eroded:** worn away by wind, water, or vehicles

**hectare:** a metric unit used to measure land area  
A hectare is equal to ten thousand square metres.

**intruder:** someone who goes somewhere he or she is not invited

**scanning:** reading quickly to look for a certain thing

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## Day 8

### Working Together

In the story "The Day They Saved Her Majesty," the children and townspeople worked together to save the maple tree. Then they created a park for everyone to enjoy.

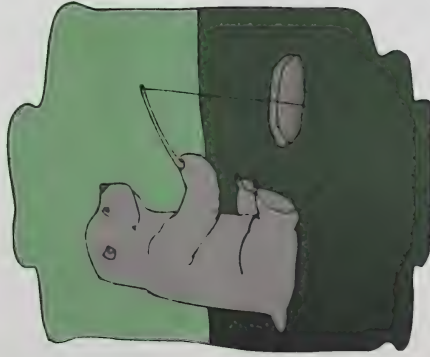
When people work together, they can change their community and make it a better place to live.



## Getting Started

Read the short story that follows aloud to your home instructor.

The student will read this short story to you.



Once upon a time in a far away land, Brown Bear went down to the frozen river to catch a fish.

Soon he felt a mighty tug on the line.

Try as he might, Brown Bear could not pull the flapping fish out of the water.

Suddenly he spotted Friendly Fox out for his morning stroll.

“Help me please, Friendly Fox, for try as I might, I can’t pull the fish out of the water.”

Friendly Fox loved to eat fish sandwiches, so he wrapped his arms around Brown Bear’s waist, and they pulled and pulled.

Try as they might, Brown Bear and Friendly Fox could not pull the flapping fish out of the water.

Just at that moment, Cranky Crow flew by.

“Help us please, Cranky Crow, for try as we might, we can’t pull the flapping fish out of the water.”

Discuss the two ways that the story could end. If the crow helps, they get the fish and share it. If the crow doesn't help, they all go hungry.

The student will think back to the reports that were read on Day 7 and review how the children worked together to make their communities better. Discuss the fact that people working together toward a common goal can accomplish more than one individual.

Talk with your home instructor about two ways this story could end.

- 1. Choose an ending. Write a sentence or two to tell what happens.

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If the animals in the story help each other, everyone can be better off.

When people work together to help each other, the world is a better place. People can work together to make a difference in a community.

Think about some of the reports you read in *Spreading My Wings* on Day 7. Tell your home instructor how the children worked together to change their communities.



## Children Working Together

Do you remember how to read quickly to scan for information? You'll scan the next three reports in "Hoot Club Super-Projects" and then read carefully for more information.



Take out *Spreading My Wings*.

Turn to page 54. Scan the report "Keen on Green."

Find out what the children did to help the environment.

2. The children \_\_\_\_\_.

Carefully reread the report "Keen on Green."

Look for three steps the children followed to make a prairie garden.

3. The first thing the children did was \_\_\_\_\_.

4. Then they \_\_\_\_\_.

5. The last thing they did was \_\_\_\_\_.

Module 2A: I Can Make a Difference

**green thumb:** describes someone who is good at growing things

In the report, it says the children were “getting their green thumbs in shape.”

6. What does having a **green thumb** mean? \_\_\_\_\_

\_\_\_\_\_

Scan the report “Save the Swamps” to find out what Jamie Ross and his fellow Wolf Cubs did to help animals.

7. The children \_\_\_\_\_

Reread “Save the Swamps” to find out where the children planted bulrushes.

8. They planted bulrushes \_\_\_\_\_

Scan the report “Club Adopts Meanie.”

Read to find out who Meanie is.

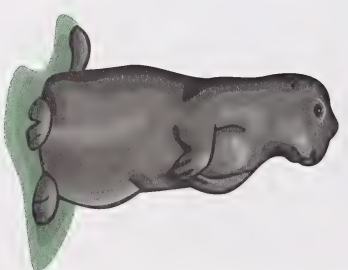
9. Meanie is \_\_\_\_\_.

Reread to find out how they raised money to adopt Meanie.

10. They raised money by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



If your student is not familiar with this animal, check your encyclopedia or the Internet for more information.

You read each story twice. You scanned quickly and then read carefully. Do you remember the most information when you read quickly or slowly? Does it help to read the questions before you look for the answers? Talk with your home instructor about what works for you.

Scanning can be very helpful when you are looking for information for research reports. Look the research articles over quickly to discover if they have the information you need.

If the articles seem to have the information you need, you can read them carefully to find the details.



Is the student becoming more adept at scanning for information? Discuss the questions with the student.

## Spelling

Today you will review the spelling words for the last time. On Day 9 you will write your final spelling test.

Look back to the list on Day 2. Choose **one** of the activities below to practise your spelling words and challenge words.

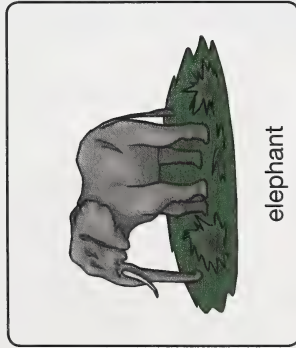
- Write your words in alphabetical order.
- Make a word train with your spelling words. Write the words end to end as one long word. Use a different colour for each word.
- Cut out letters from newspapers or magazines to spell each word.
- Draw a picture for each word. Write the word under the picture.



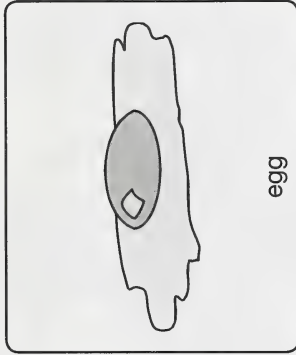
# Phonics

You have studied words with the short a, i, o, and u sounds. Today you will study words with the short e sound.

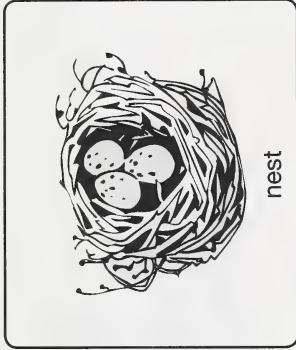
Say each word below. Listen for the short e sound.



elephant



egg



nest

Your home instructor will say some words. Clap after each word. Clap twice if you hear the short e vowel sound in the word. Clap once if you don't hear a short e vowel sound.



Go to your Phonics book to practise the short e sound.  
Do pages 33 and 34.

Say the following words one at a time: *bed, lit, rat, ten, shell, ship, fed, met, rip, tent*. Your student will clap once if he or she doesn't hear a short e vowel sound and twice if he or she hears the short e sound in the word.

## Handwriting

You'll learn how to write the letter u today.

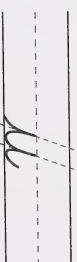
Practise left oval faces on the chalkboard. You will use the understroke to write the letter u.



- The u begins with the same understroke as i.



- Then slant down and swing up twice. Both downstrokes are on an even slant.



- The tail reaches halfway to the dotted interline.



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



swing, slant down,  
swing, slant down, and  
swing

Keep practising until you can make a very good u in handwriting.

Demonstrate how to form the letter *u* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.



Take out your interlined notebook or interlined paper.

Check the student's posture, paper position, and pencil grip.

Monitor the student as he or she attempts to join the letters. Watch for correct letter formation and consistent slant.

Get ready to try some u's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter u sits on the lines.

u u u

Practise at least two rows of u's on your paper or in your notebook. Try chanting the strokes as you write. Now try joining the u's to some letters to make words. Look how the u joins the other letters.

mud dug

Practise writing the words you see above. Write them on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

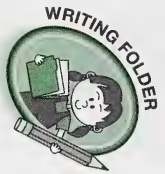


## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Module 2A: I Can Make a Difference

# Finishing Your Story



Take out the story you wrote on Day 4.

You have spent several days editing your animal story. You edited for the following things:

- opening and closing sentences
- spelling and capitalization
- punctuation
- descriptive words
- complete sentences

Now you need to make up a title for your story.

The title of a story tells you what it is about in a few words. Think about the titles of the stories you have read in *Spreading My Wings*.

Read your story one more time. Try to think of a good title for it. Remember that the first word and all important words in a title have capital letters.

11. Write your title. \_\_\_\_\_

By adding descriptive words, I made my story more interesting. Did you add some descriptive words?



Check the student's title for correct capitalization and spelling. All words in titles are capitalized except for articles (*a, an, the*), short prepositions (such as *in, to, on*), and conjunctions (*and, but, or, etc.*). The first word of a title is always capitalized.

Discuss any mistakes the student made capitalizing the title.

Now it's time to rewrite your story. Use your rough copy with the corrections you have made. Rewrite the story in the Assignment Booklet.

Use your best printing when you rewrite the story. Space your words carefully to make sure the teacher can read it easily. When you are finished rewriting, **proofread** it to make sure you did not make any mistakes.

Your teacher will be looking for a story with a good title; interesting opening and closing sentences; correct spelling, capitalization, and punctuation; descriptive words; complete sentences; and neat printing.



Proofreading my story helped me find two spelling mistakes and a period that was missing. How about you?



Go to Assignment Booklet 2A. Do Assignment 10: Animal Story.

Explain to the student that after an author rewrites a story, he or she always reads it one more time to find any errors that may have been made.

**proofread:** read carefully to find and correct any mistakes

## Working Together

You learned that communities change in many ways. People do not always agree on whether a change is good for the community or not.

In the story "The Day They Saved Her Majesty," the mayor thought the shopping mall would be a good change. Many of the townspeople did not agree.

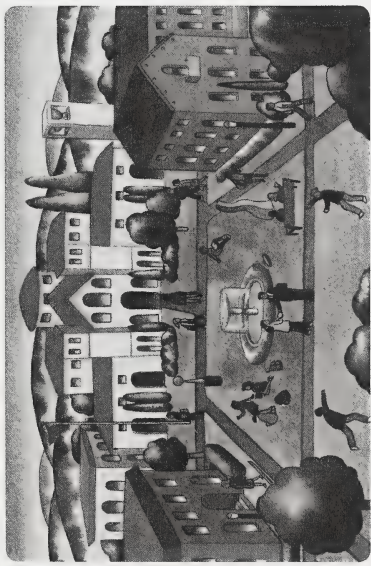
People must make their own decisions on community changes.

12. If you lived in Mapletown, would you choose to have a new mall or a maple forest?
- 



When people work together, they can help communities change, or they can prevent changes they don't want.

Ask your home instructor to tell you about a time community members worked together to make the community a better place.



This community built a new park.

## My Community in the Future

The **future** is the time to come. What do you think will happen in your community in the future? Will your community get bigger or smaller? What new inventions will change the community? Will pollution be a problem?

13. Make three predictions about what you think will happen in the future in your community.

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Tell your student about a recent project in your community that made it a better place to live. Projects such as building new community centres, creating clubs or facilities for special interest groups, hosting an event, or protecting the environment may have happened in your community.

Discuss the questions with the student.

**future:** the time to come; what is going to happen

Draw your community or a part of your community in the future.



## Story Time

Find a comfortable spot. Listen as your home instructor reads. When you listen, do you forget about everything around you? An interesting story should make you do just that.

Enjoy your reading time. Books are special gifts from authors.

# Looking Back

You thought about how people can work together to change communities. You predicted some things that you think will happen in the future. Do you think your predictions will come true?

You have been working on your animal story for several days. How does it feel to be done? Are you proud of your story? Writing a story is a long process.

# Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lessons.

## Glossary

**future:** the time to come; what is going to happen

**green thumb:** describes someone who is good at growing things

**proofread:** read carefully to find and correct any mistakes

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## Day 9

## I Can Make a Difference

You'll read a few more reports about the ways children have helped the natural world.

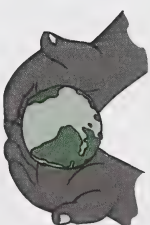
It's time for you to make a difference in your community. You'll plan a project and carry it through.



## Getting Started

Read the haiku poem.

Thoughtful young student,  
Making such a difference.  
Sings Mother Nature.



Discuss these questions in a general way. Later today, the student will brainstorm ways to help the environment or improve the community.

Discuss any problems that the student noticed in the community.

You are a thoughtful young student. What can you do to make a difference? How can you make the natural world or Mother Nature sing?

What problems did you notice in your community? Tell your home instructor some things that you would like to see changed or improved.



## “Hoot Club Super-Projects”



Take out *Spreading My Wings* and turn to page 55.

Today you'll read the last three reports about children who made a difference in their communities.

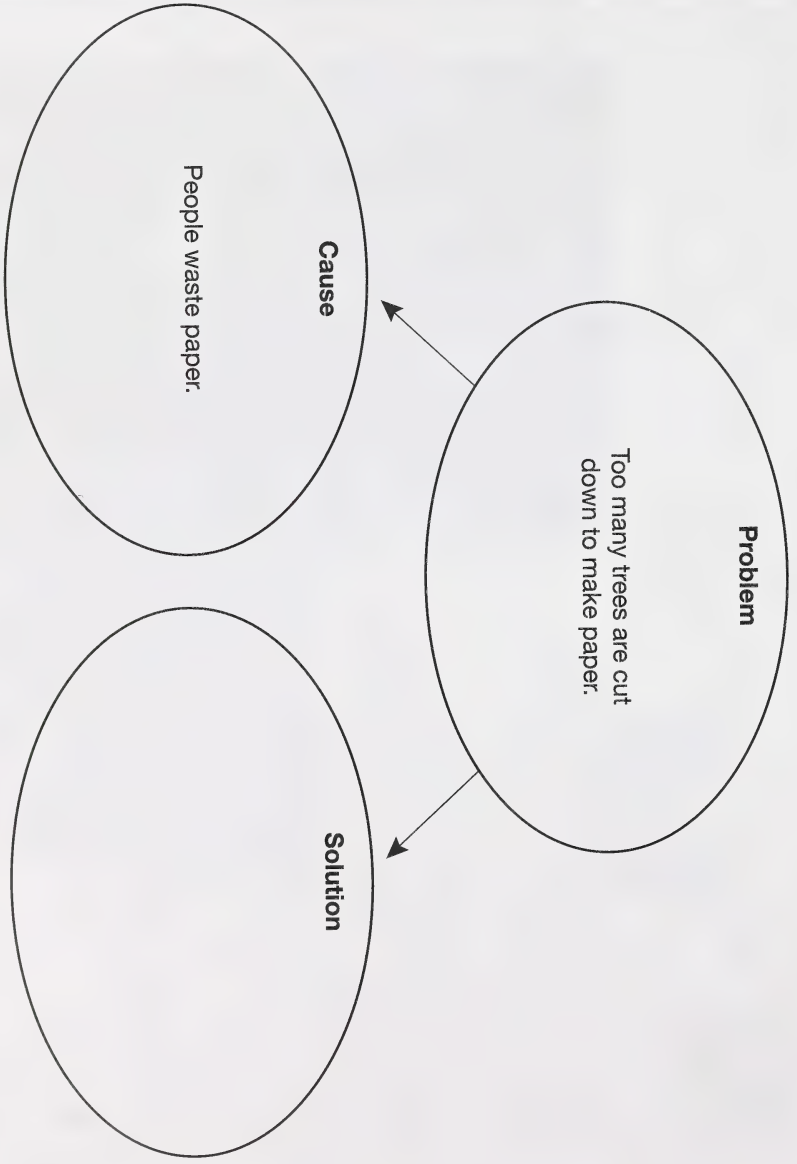
As you read the reports, think about the problem the children noticed, the cause of the problem, and how they solved the problem. The answers may not be in the report. You may have to use information you already know.

After reading each report, stop and fill in the missing information in each web.



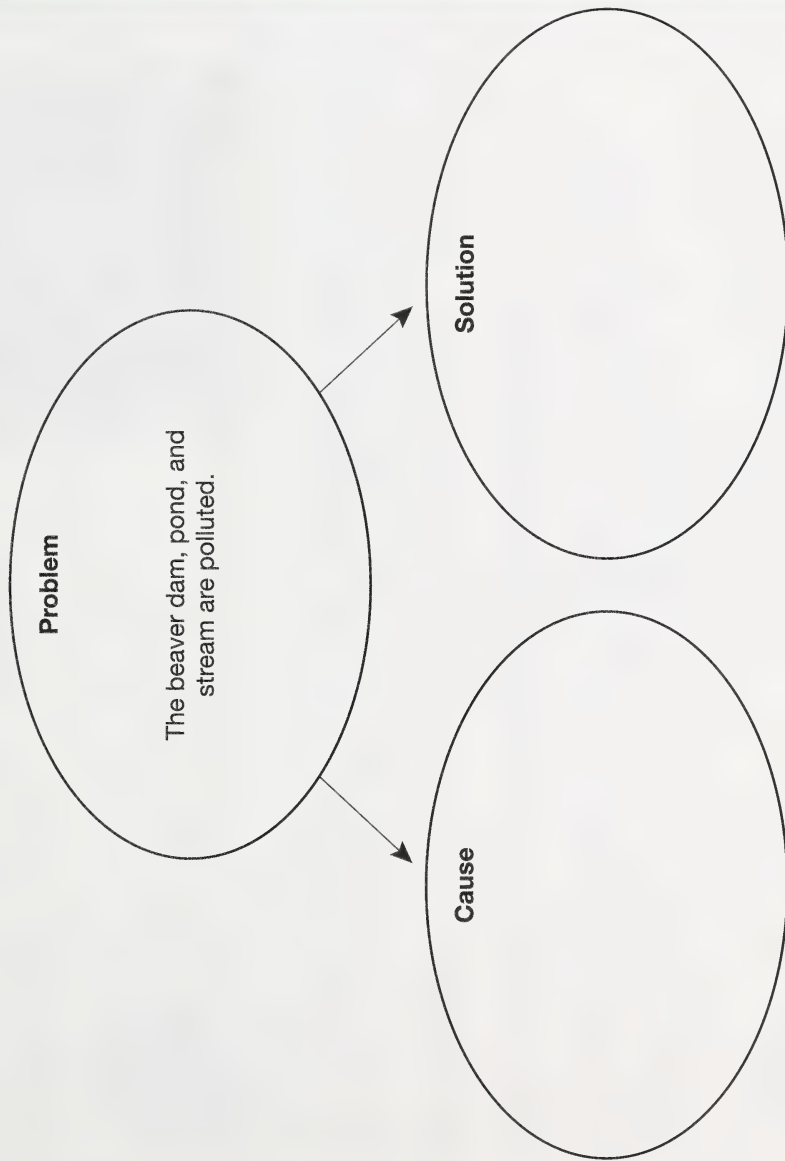
Although the report does not say directly that Allison thought too much paper is wasted, this information is implied. The student should understand that sometimes readers must “read between the lines.”

1. “Allison’s Enviro Challenge”



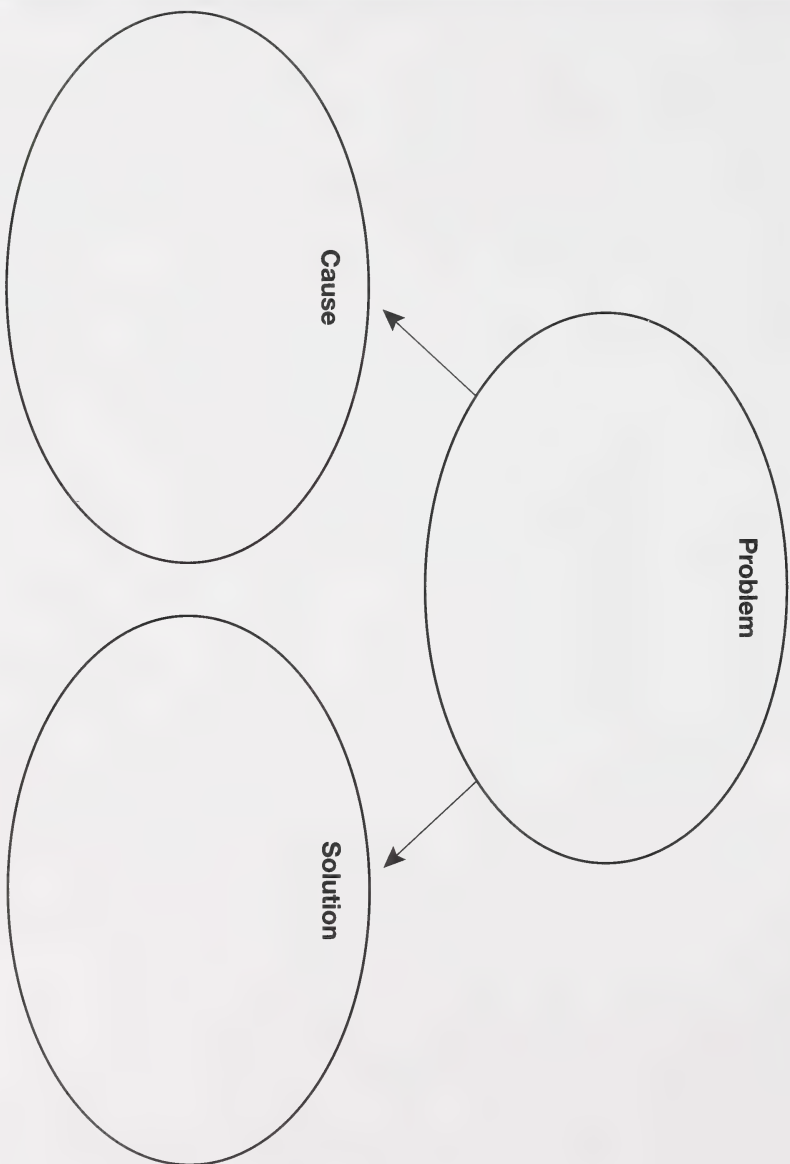
## 2. "Tender Loving Earth Care"

Help the student determine the cause of the pollution. The answer is not in the report. The student will have to think about how the garbage got into the stream and beaver dam.



In this web, the student must complete all the missing information. Help the student with this by reading the applicable information from the report aloud if necessary.

3. "Cedar-y Clean!"



## Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 2A.  
Do Assignment 11: Spelling Test.



Remember, you are expected to spell these words correctly whenever you write them. They are in your Writing Dictionary if you forget how to spell them.

## Phonics

For eight days you have reviewed words with short vowel sounds.

In your Phonics book today, you will use what you know about short vowel sounds to help you read an article about living in the trees. You'll also write a descriptive paragraph about a trip you would like to take.



Go to page 35 in your Phonics book to practise the short vowel sounds.  
Then do page 36 to write a paragraph.

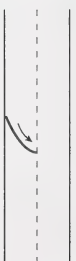
## Handwriting

You'll learn how to write the letter e today.

Practise left ovals on the chalkboard. You will use the understroke to write the letter e.



- The letter e begins with an understroke, just like the i.



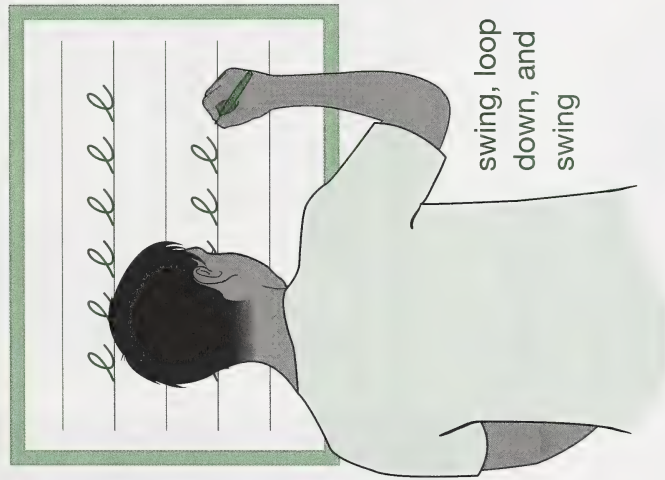
- Then slant down and cross the first stroke to make a loop. The loop downstroke is on the correct slant.



- The tail reaches halfway to the interline.



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



Keep practising until you can make a very good e in handwriting.

Demonstrate how to form the letter *e* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.

Check the student's posture, paper position, and pencil grip.

Monitor the student as he or she attempts to join the letters. Watch for correct letter formation and consistent slant.



Take out your interlined notebook or interlined paper.

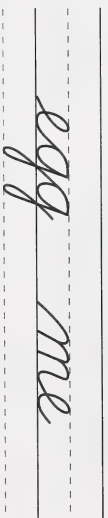
Get ready to try some e's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter e sits on the lines.



Practise at least two rows of e's on your paper or in your notebook. Try chanting the strokes as you write.

Now try joining the e's to some letters to make words. Look how the e joins the other letters.



Practise writing the words you see above. Write them on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.



Go to Grade Three Mathematics.



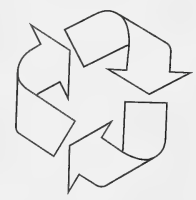
Your home instructor will tell you about today's physical activity.

## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

## Reduce, Reuse, Recycle

You may have noticed this symbol in a variety of places. It is a reminder to **recycle** things whenever you can. You can also **reduce** and **reuse** things to help the environment.



When you return empty pop bottles or cans for a refund, you are recycling them.

4. Can you think of two other things that can be recycled?

**recycle:** to return something so that it can be made into something useful

**reduce:** to use less

**reuse:** to use again

**conserve:** to preserve or save something

In the report "Allison's Enviro Challenge," you read about a girl who reused an envelope over and over again to **conserve** or save trees. When things are thrown away after only one use, it wastes materials. It also adds to the amount of garbage thrown in landfills. Many things can be reused.

5. Look at the following list of things. Can you think of a way to reuse each item?

plastic margarine containers \_\_\_\_\_

plastic bread bags \_\_\_\_\_

clothes that don't fit anymore \_\_\_\_\_

paper grocery bags \_\_\_\_\_

Reducing is when you try to use less of something. If you choose to use cloth rags instead of paper towels, you are reducing your use of paper.

6. Write one thing you could reduce the use of in your family.

\_\_\_\_\_



## Making a Difference

You have read reports and stories and found out many ways that children have improved their communities.

The children you read about have made a difference by

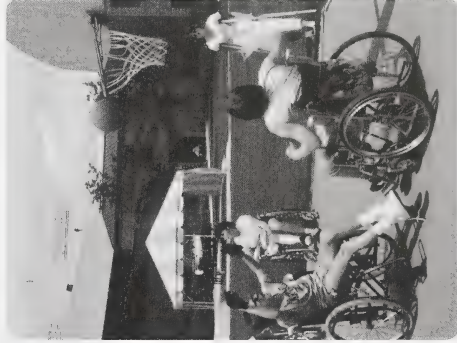
- preserving animal habitats
- cleaning up litter
- planting trees, flowers, or other plants
- recycling, reusing, and reducing

Helping preserve the environment is one way to make a difference in your community. There are other ways to help too.

When you help people, you make your community a better place. Have you or your family ever volunteered to help a club, seniors, or younger children? Have you participated in an event that helped make your community better? Have you or your family helped build something in your community? Tell your home instructor about it if you have.

It's time for you to think about ways that you could make a difference in your community. Think about any problems you noticed when you went on your field trips. **Brainstorm** ways to improve your community.

Your home instructor will write down your ideas and add some ideas of his or her own.



**brainstorm:** to think of as many ideas as possible

As the student brainstorms ideas, write them on a chalkboard or whiteboard. Accept all ideas, even impractical ones. Add ideas of your own or of other children in the home.

Add more ideas if the student has not thought about possibilities from these three categories.

Help the student narrow down the list by discussing and removing any impractical or impossible ideas.

Help the student choose an idea that is practical in your situation. See the Home Instructor's Guide for more information.

Did you think of ideas to help animals or the environment? Did you think of ways to recycle, reduce, or reuse? Did you think of ideas for volunteering in the community?

Now look back at the ideas you brainstormed. Cross off any ideas that are not practical.

Look at the ideas that are left on the list. With your home instructor, choose one idea that is not too difficult for someone your age to do.

Plan a project that will make your community a better place for people to live. Think about what you will do, when you will do it, how you will do it, and who will help you.



You will write your plan for making a difference in your Assignment Booklet.



Go to Assignment Booklet 2A. Do Assignment 12: I Can Make a Difference. Complete your Student Learning Log too.

## Story Time

Find a comfortable spot. Listen as your home instructor reads.

## Looking Back

You have learned a lot about ways children have made a difference. You planned a project of your own to help your community. Are you excited about carrying out your project?

What activities did you like best in this module? Is there anything you would like to learn more about?



The student may respond to the questions or write about any topic that relates to the module's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 2A. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 2A to the teacher.

Journal Entry

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I help my brother and father sort all of our recyclables every Saturday.

My friend and I cleaned up the garbage in the playground.



## Glossary

**brainstorm:** to think of as many ideas as possible

**conserve:** to preserve or save something

**recycle:** to return something so that it can be made into something useful

**reduce:** to use less

**reuse:** to use again

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## Module Summary

Good work! You are finished the first half of Module 2.

In this part of the module you learned

- more about animal habitats
- about food groups and *Canada's Food Guide to Healthy Eating*
- how to edit a story
- more about using a dictionary
- about types of pollution
- ways people can help the environment and the community



# Grade Three Thematic



Module 2A:  
Appendix



## Writing Steps

